

**LEARNING ENGLISH AS A FOREIGN LANGUAGE IN A NON-NATIVE
COUNTRY AND SPEAKING IN THE UK: LIVED EXPERIENCE OF
NEPALESE STUDENTS**



**A THESIS SUBMITTED TO
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Abstract

English language has been applied as a general subject at the tertiary level education in all the faculties of Tribhuvan University (TU), Nepal and treated as a second language (ESL) or a foreign language (EFL). It is also regarded as an international language. The latest change in the curriculum took place in 1997 and since then no research has been done on the effectiveness of the curriculum yet. Therefore, this research aims to investigate the EFL curriculum effectiveness and help to improve it.

The idea of this research emerged from my professional experience of teaching English in the TU, where on average 70% of the tertiary level students failed the English language examination every year. The main objective of teaching English is to 'enable the students to understand the native speakers and make understood himself' (National Convention 1988). Therefore, this research develops with the following two phenomenological curiosities: 'What is the experience of the successful students like while speaking with native speakers of English?' and 'How can Nepalese students acquire competence in oral English more effectively?' As a phenomenological research, unstructured interview method has been applied to collect the lived experience of the focus group of Nepalese students who have been staying in the United Kingdom for less than three months after the completion of the tertiary education in the Tribhuvan University, Nepal.

The research justifies the following four different hypotheses: 'The tertiary level EFL curriculum in Tribhuvan University has not been successful to achieve the goal of teaching English in a communicative context and for communicative purpose'; 'There is no consistency in the tertiary level EFL curriculum'; 'Acculturation in the English society plays a significant role in acquisition of oral English in Nepalese people'; and 'The Monitor Model hypothesis can be used to monitor the 'acquired knowledge' by 'learned knowledge' to correct grammar and similarly, the 'learned knowledge' can be monitored by 'acquired knowledge' to correct pronunciation for a successful oral communication.

It is found out that the acculturation is better process than teaching by non-native teachers in a non-native country for acquisition of oral competence in English. Therefore, the research highly recommends the university to provide English like environment in the classes of English language so that students may experience a kind of acculturation as in an English society. It can be materialized by employing as many native speaking teachers as possible and providing a good library with necessary language teaching materials, like audio-video equipments. The classes should be of ideal size so that teachers can give care to the individual students' progress. The non-native teachers of English should be provided proper training to pronounce English words correctly and to teach using provided teaching materials. The examination should be conducted at least twice a year and should include oral assessments. However, it is realized that though the study has justified the research hypotheses and recommended a new perception for effective EFL curriculum, there are still more scopes for further research in this area, which are discussed at the end of the thesis.

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ABBREVIATIONS

ACH	= Achievement
APL	= Apology
APA	= Assessing Prior Achievement
CDC	= Curriculum Development Centre
CD-ROM	= Compact Disc - Read Only Memory
CIA	= Central Intelligence Agency
CNNT	= Combination of native and non-native teachers
CS	= Class size
CSC	= Change in students' concept
CT	= Carelessness of the teachers
CTC	= Change in teachers' concept
CU	= Cambridge University
DPC	= Different pronunciation and confusion
EX	= Examination
EA	= Effectiveness of acculturation
EFL	= English as a Foreign Language
EI	= Embarrassing and Inferiority
ELT	= English Language Teaching
ESL	= English as a Second Language
ET	= Efficiency of the teachers
IMT	= Imitation
IA	= Intermediate of Arts
ICom	= Intermediate of Commerce
IEd	= Intermediate of Education
IMP	= Implementation of monitoring process
INT	= Interview
IOC	= Improvement in oral competency
LIB	= Library
LSS	= Listening and speaking skills
LTT	= Less trained teachers

LWL	= Lack of willingness to improve their efficiency
L2	= Second Language
NT	= Native teachers
OCC	= Oral communicative competency
PC	= Perception of Curriculum
PCL	= Proficiency Certificate Level
PEFLCC	= Problems in the EFL Curriculum and their Causes
PS	= Perception of self
PT	= Perception of Teachers (PT)
PTE	= Poor teaching environment
SF	= Social force
SIEFLC	= Suggestions to Improve the EFL Curriculum
SL	= Strange language
SLC	= School Leaving Certificate
SLA	= Second Language Acquisition
ST	= Students' concept
TCH	= Teachers
TB	= Text books
TC	= Teachers' concept
TE	= Teaching environment
TMTD	= Teaching methods
TMTR	= Text materials
TU	= Tribhuvan University
UK	= United Kingdom
USA	= United States of America
VCR	= Video Cassette Recorder
WTNT	= Well trained non-native teachers

APPENDIX

1. Sample of Proficiency Certificate Level, Year 1, Management, Compulsory English Examination Question Paper, Tribhuvan University, 2006
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CHAPTER 1

INTRODUCTION: AIMS AND PLANS

1.1 Introduction to the Introduction

This chapter gives a brief introduction to this thesis entitled, **Learning English as a Second Language in a Non-native Country and Speaking in the UK: Lived Experience of Nepalese Students**. It gives a concise background on how I was interested on this particular area of the EFL curriculum that is applied in the tertiary levels since 1997 in Tribhuvan University. This chapter gives a short description of Tribhuvan University and the tertiary levels in which the ESL is a general subject. It also discusses the significance and rationality of this particular research. Moreover, this chapter gives a brief introduction to the Curriculum, a brief history of teaching English in Nepal, Objectives of the Study, Hypotheses, Methodology, Limitation of the Study, and finally ends with organization of the thesis in seven different chapters.

1.2 Background

My experience of being a tertiary, graduate and post graduate degree student in Tribhuvan University and my professional experience of being a lecturer in the same university after the completion of education made me think research on the effectiveness of the second language curriculum applied there. This research has its origin (Scott 2000) in 'dissatisfaction' as a general school effectiveness research. The dissatisfying factor that led me to research in this area is the failure of the huge number of students in the annual examination of English language in the tertiary education in Tribhuvan University. When I was a tertiary student in 1986-8, only 30% of us passed the exam. And, when I was a lecturer in the same university from 1995-2000, there was no significant difference in the pass rate of the result of English curriculum. Thus, the results obviously show that English language teaching (ELT) is 'far from satisfactory, indeed appalling in a sizable number of cases' (Jha 1993).

The research area of this study is the tertiary level English as a Foreign Language (EFL) curriculum in Tribhuvan University, Nepal. There are five different faculties and four different institutions in the university. The university has applied English language as a general subject to all the faculties and institutions. The student number in Humanities & Social Science, Management and Education cover 85% (Figure 1.6) of the university student number. Therefore, the research on these three faculties can represent the whole university.

This research deals with lived experience of Nepalese people particularly who have been staying in the UK for less than three months after the completion of tertiary education in the TU and Phenomenology methodology has been very helpful to carry out the research. The second language acquisition process has been studied under the light of the Monitor model and the Acculturation model hypotheses. The inductive dimension of research has been contributive in carrying out unstructured interview methods to collect data from the lived experience of the focus group.

In a broad sense, this research studies on the tertiary level EFL curriculum which is general in all the faculties and institutions in the TU. However, this research gives particular attention on oral communicative competence of the focus group as the main objective of this research is to improve the effectiveness of the EFL curriculum especially on oral communicative competence of the tertiary level students in Tribhuvan University

1.2.1 Introduction to curriculum

The term 'curriculum' generally means a syllabus of teaching. The meaning, however, is developing to a wider range including syllabus, classroom activities, class-work, homework, assessment, extra curricular activities, etc. Moreover, whatever a student learns from home or from environment or from school or university is a curriculum since a curriculum is a way of learning. Curriculum, therefore, is a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas' (Goodson 1994). Ross (2000) finds

curriculum as a broad conceptualization, but one that properly emphasizes anything that schools do and affects pupils' learning, whether through deliberate planning and organization, unwitting encouragement, or hidden and unrealized assumptions, can all be properly seen as elements of the school's whole curriculum. The curriculum, thus, is not only the intention or aim of what to achieve but also what happens in reality. This study, therefore, will research the EFL curriculum as a whole or in the other words the total EFL curriculum in the tertiary levels in the TU.

1.2.2 Curriculum effectiveness

Effective schools tend to be good for all their students while all students tend to perform poorly in ineffective schools (Macbeth and Mortimore 2001). If we consider the effectiveness of the EFL curriculum in the tertiary levels in the TU, it is obviously ineffective as the annual result of 2002 shows that in Humanities 25%; in Management 43%; and in Education 21% students passed in English language (TU results, 2002). The results till 2005 show that the pass rates are more or less similar. This high rate of failure (70%) in average shows that the EFL curriculum is ineffective as Mortimore (1992) argues: In an effective school students progress further than might be expected from consideration of its intake but conversely in an ineffective school students make less progress than expected given their characteristics at intake. Hence, the history of the tertiary level EFL curriculum results indicates that there could be some errors somewhere in the curriculum therefore, a research on this particular burning issue has been essential.

1.2.3 A brief history of teaching English in Nepal

Teaching English in Nepal began when Junga Bahadur Rana, the founder of Rana rule in Nepal, went to the extent of giving his children an English education rather than the traditional religion oriented Sanskrit education by engaging an English tutor to teach his children in his palace in 1854 (www.panasia.org.sg 28/10/2006).

The Rana rulers feared of the educated people so they made education a privilege of the elite, while the country remained illiterate (ibid). They opposed to any form of education for the people while they emphasized formal instruction for their own children to prepare them for places in the government.

A brief shift in government education policy came in 1901, when Prime Minister Dev Shamsheer Rana called for sweeping educational reforms. He proposed a system of universal public primary education, using Nepali as the language of instruction. He also opened Durbar High School to children who were not members of the Rana dynasty as well. Prime Minister Chandra Shamsheer Rana, established Tri-Chandra College in 1918 and in his inauguration speech ironically forecasted that the opening of the college would be the ultimate death knell to Rana rule (ibid). Thus, education to the general public and teaching English language developed simultaneously in the educational history of Nepal.

Before World War II (1939-45), several new English middle and high schools were established in Patan and in the Kathmandu valley, Biratnagar in the east, and elsewhere, and a girls' high school was opened in Kathmandu. In the villages, public respect for education was increasing largely as a result of the influence of returning Gurkha soldiers, many of whom had learned to read and write while serving in the British army. Some retired soldiers began giving rudimentary education to children in their villages. Some members of the high-caste and elite families sent their children to Patna University, Banaras Hindu University, or other universities in India for higher academic or technical training until Tribhuvan University was established in 1959. Tribhuvan University has been applying English subject as a Second or a Foreign Language in the curriculum since its establishment. The university has been changing and developing the ESL curriculum from time to time and the latest change in the tertiary level EFL curriculum was brought by introducing a new syllabus in 1997.

1.2.4 Tribhuvan University and its campuses

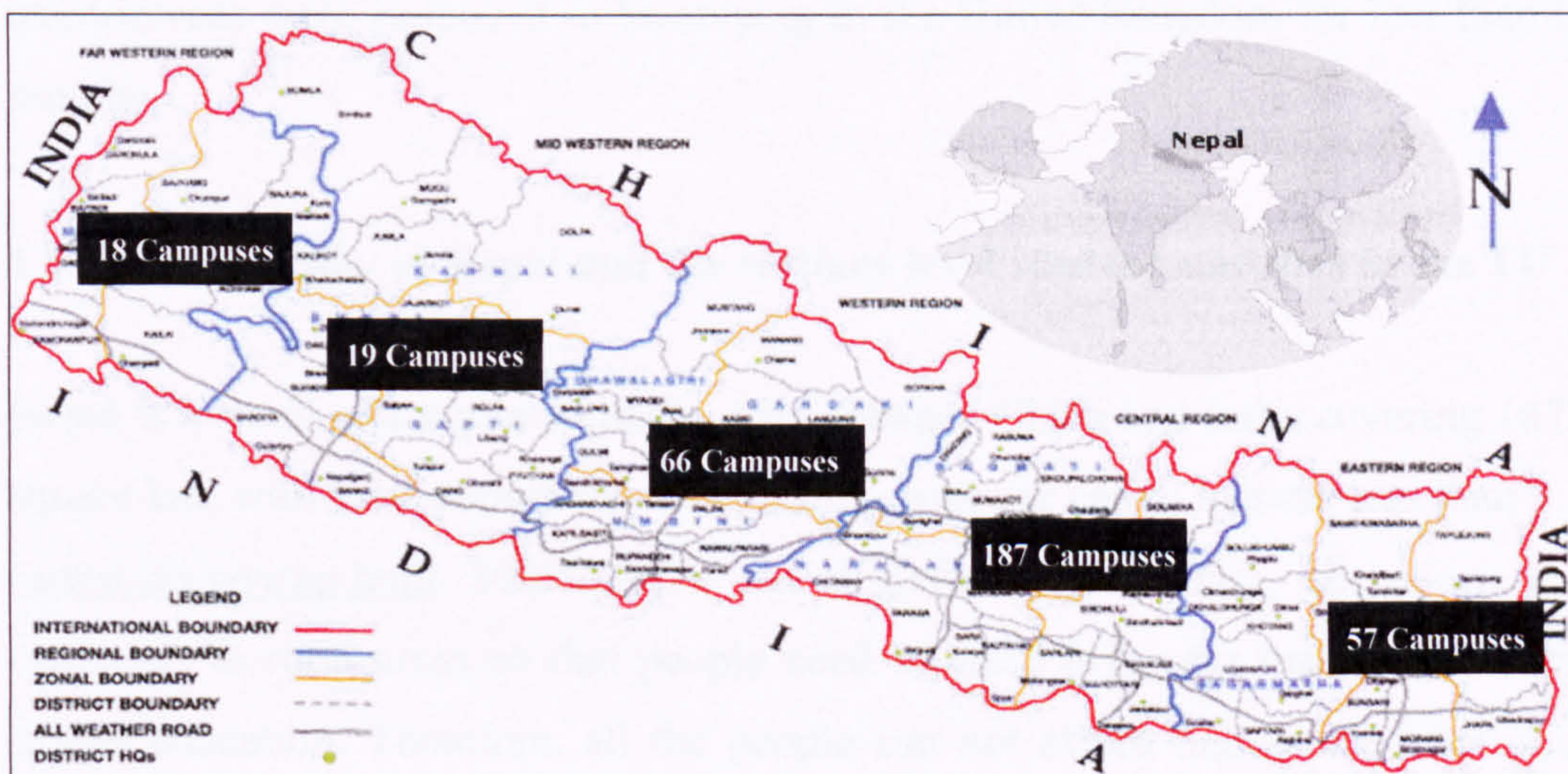
Tribhuvan University was established in 1959 (www.panasia.org.sg 01/11/2006) after the name of the then king Tribhuvan Bir Bikram Shah Dev. This is the oldest

and the largest university in Nepal, which has altogether 60 constituent campuses and 287 affiliated campuses at present (www.tribhuvan-university.edu.np/constituent.php 03/11/2006).

The campuses of the university have been scattered all over the country. Though the country has been divided into 5 development regions, 14 zones and 75 districts, the campuses of the university have not been distributed equally, rather the campuses are established according to the population distribution.

Geographically the country spreads East to West in a narrow belt therefore the development regions also go from the East to West viz. Eastern, Central, Western, Mid-western and Far-western development regions. The following Figures 1.1 and 1.2 give a clear picture of the number of constituent and affiliated campuses in the different development regions:

Figure 1.1 Map of Nepal: Development Zones and Distribution of the Constituent and Affiliated Campuses of Tribhuvan University

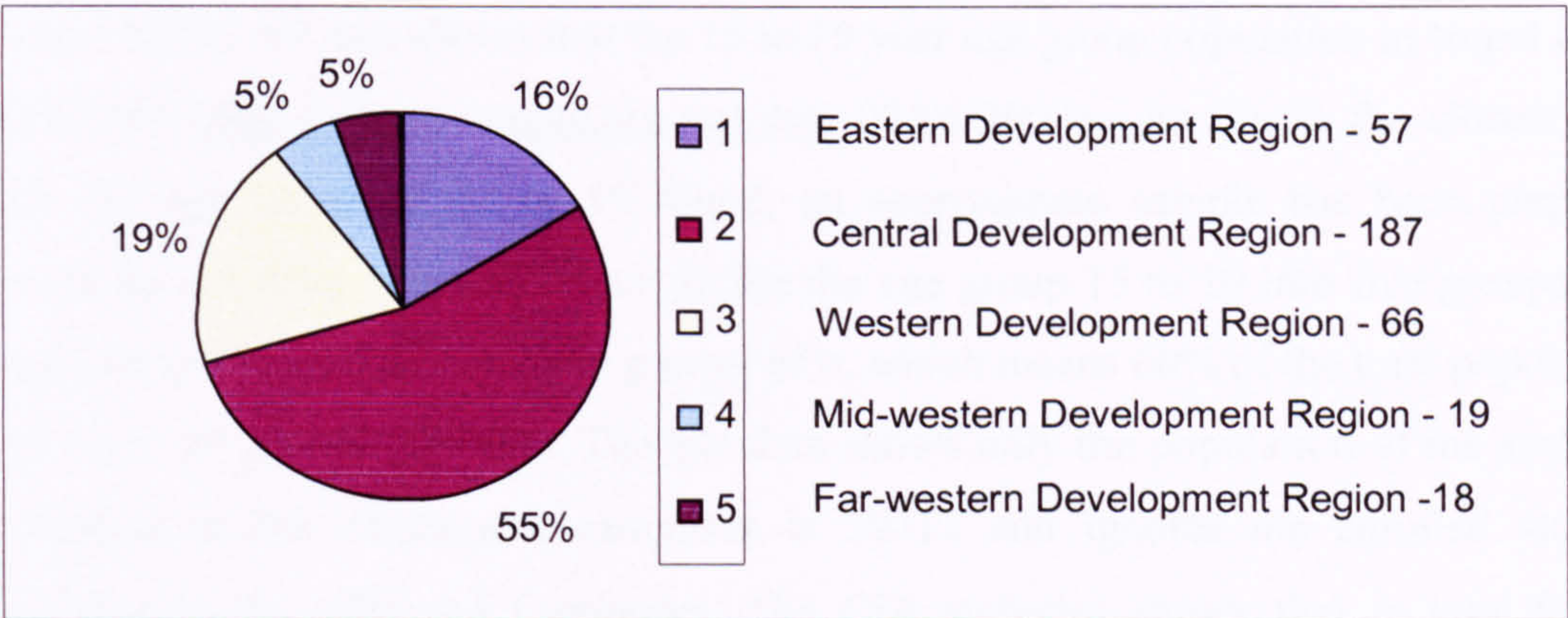


Source: http://www.britainnepalmedicaltrust.org.uk/images/Nepal_dev.jpg

The map in figure 1.1 presents the five development zones and distribution of constituent campuses in Nepal. This figure is significant for this study as it helps to

observe the number of interview participants representing the campuses of Tribhuvan University from different localities of the country.

Figure 1.2 Regionwise Distribution of Constituent and Affiliated Campuses



Source: www.tribhuvan-university.edu.np/constituent.php

The interviews held with the students without any discrimination of their age, gender, faculties, constituent or affiliated campus and the region they are from but the interviewees were supposed to be staying in the United Kingdom for less than three months.

1.2.5 Demography of Nepal and the tertiary level student statistics in the TU

Nepal is a small country in southern Asia between China and India covering 147,181 square km. with total population 27.6 million with per capita income less than \$. 250 (www.cia.gov/nep.html 30/05/2007). As a developing country, there are a few campuses in rural areas so that people need to leave home for towns and cities for higher education. Therefore, all the people can not afford higher education though they want.

The students normally leave school at the age of 16 therefore the students who join for tertiary education are normally 17 years and above. The tertiary education takes a

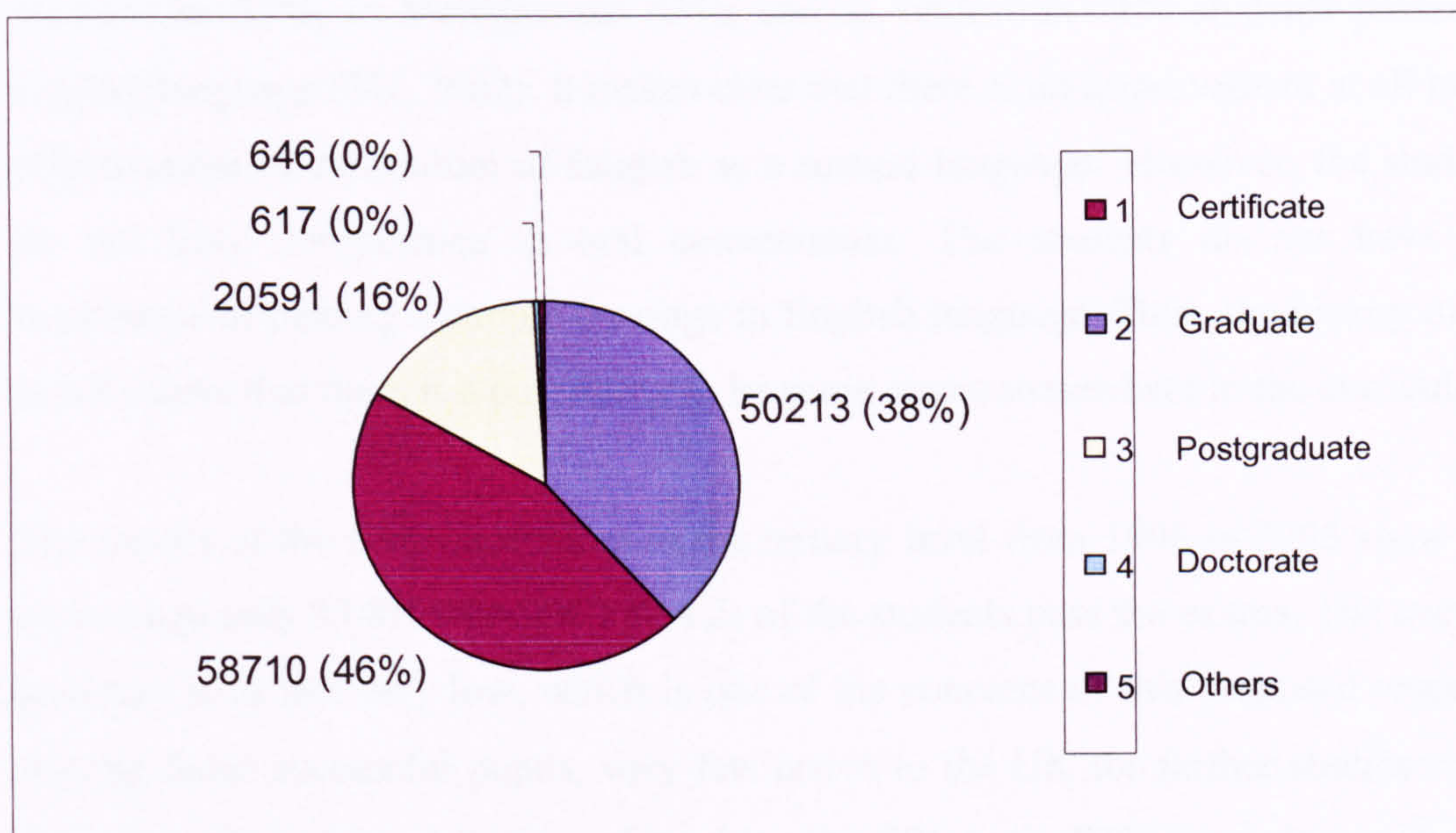
period of two years so the students in the tertiary level education are 17 to 19 years old. The population statistics could not be found for the exact age group from 17 – 19 year old. Due to unavailability of the exact data it is not possible to find the exact figure of the population who are likely to go for tertiary level education.

The UNESCAP data shows that the 15 to 19 year age group population in Nepal is 2801000 (<http://www.unescap.org/stat/data> 07/05/2007). As this is the closest data for the age group of 17 to 19 found, an approximate sample has been prepared working out from this data. If we divide the age group 15 to 19 into five groups, the age group 17 to 19 covers three groups of it, which means 60% of the total population of 15 to 19 year is 1680600. The TU data shows only the population of the students enrolled in the constituent campuses is 50213 and ignores the enrolled student number in the affiliated Campuses. The CIA statistics shows that in total 96676 students enrolled in constituent and affiliated Campuses of Tribhuvan University in the academic year 2005. Therefore, the CIA data is more reliable than the TU data. Hence, according to the CIA data, only 5.7% of the 17 to 19 age group of total population get enrolled for the tertiary level education in Tribhuvan University.

The total student number in Tribhuvan University in different levels and faculties also will be taken into consideration as it can show the ratio of the student number in the tertiary levels out of the total student number in the university. In the academic year 2005, there are 132,777 students in the constituent campuses but no statistical data has been available yet from the students of affiliated campuses.

The statistics show that the student population in the tertiary level covers 46%, Graduate level 38%, Postgraduate 16% and Doctoral and other programmes cover less than 1% each of the whole population of the university. The figure below presents level wise students distribution in the academic year 2005 in constituent campuses:

Figure 1.3 Levelwise Distribution of Students in Constituent Campuses - 2005



Source: www.tribhuvan-university.edu.np/constituent.php

The university has applied English as a Foreign Language (EFL) curriculum in the first and second year of all the tertiary levels but only in the first year of faculty of Education and also in the first and second year of all the first degree levels, whereas the Postgraduate levels are taught in English medium.

There are four different institutes: Medicines, Engineering, Forestry, and Agriculture & Animal Science and five different faculties: Science & Technology, Law, Management, Humanities and Social Sciences, and Education in the university.

1.3 Statement of the Problems

The history of effectiveness of teaching English language in the campuses of the university has not been changed. The present state of English language teaching (ELT) both at school and university levels are far from satisfactory, indeed appalling in a sizable number of cases (Jha 1993).

The current annual result of the tertiary level in English language shows no improvement in the outcome. For example, the annual result of 2002 shows that in Humanities 25%; in Management 43%; and in Education 21% students passed in English language (TU, 2002). It makes clear that there is no improvement at all in the effectiveness of curriculum of English as a second language. Moreover, the students do not have competence in oral conversation. The students do not have any confidence in passing a simple message in English language. Thus, the history of the result shows that there is a possibility to be some errors somewhere in the curriculum.

The results of the ESL curriculum in the tertiary level from 1998 to 2005 show that on average only 33.8% (Table 4.1 & 4.2) of the students pass the exams. The average pass rate is in fact very low, which is one of the concerns of this proposed research. Among those successful pupils, very few arrive to the UK for further studies or for migration. One of the objectives of teaching the ESL in the TU is to make pupils able to communicate with native speakers. Therefore, the questions arise: Has Tribhuvan University been able to achieve the curricular goal of providing students with competence in communicating with native speakers of English language? Have the Nepalese students experienced the English language they learnt in Nepal effective when speaking in the UK? How can Nepalese pupils acquire competence in oral English? Is the EFL curriculum in the Tribhuvan University scientific enough to meet the objectives of its own?

1.4 Objectives of the Study

As an educational research, this study simply aims to improve the effectiveness of curriculum. The 33.8% (Table 4.1) of average success rate of the results of the university has already proved that the curriculum is hardly effective. Moreover, this study gives keen concern if the so called 33.8% of successful pupils (belief of the TU) have really achieved communicative competence in English. The research will also endeavour to find out if there is any hindrance in the curriculum of tertiary levels in TU and to explore solutions to make the EFL curriculum as a whole more effective giving special focus on oral communicative competence.

1.5 Rationale and Significance of the Study

English is the first foreign language in use in Nepal. The modern civilisation has forced people more to learn English language and definitely it will be much more important in future. Briefly put, Nepal needs English for:

- (1) the acquisition and transmission of the scientific and technological knowledge of the world; (2) the promotion of higher education in subjects related to humanities, social sciences, law, commerce and management; and (3) international communication, including the acquisition of ideas and values so necessary for accelerating the modernisation process (Jha 1993).

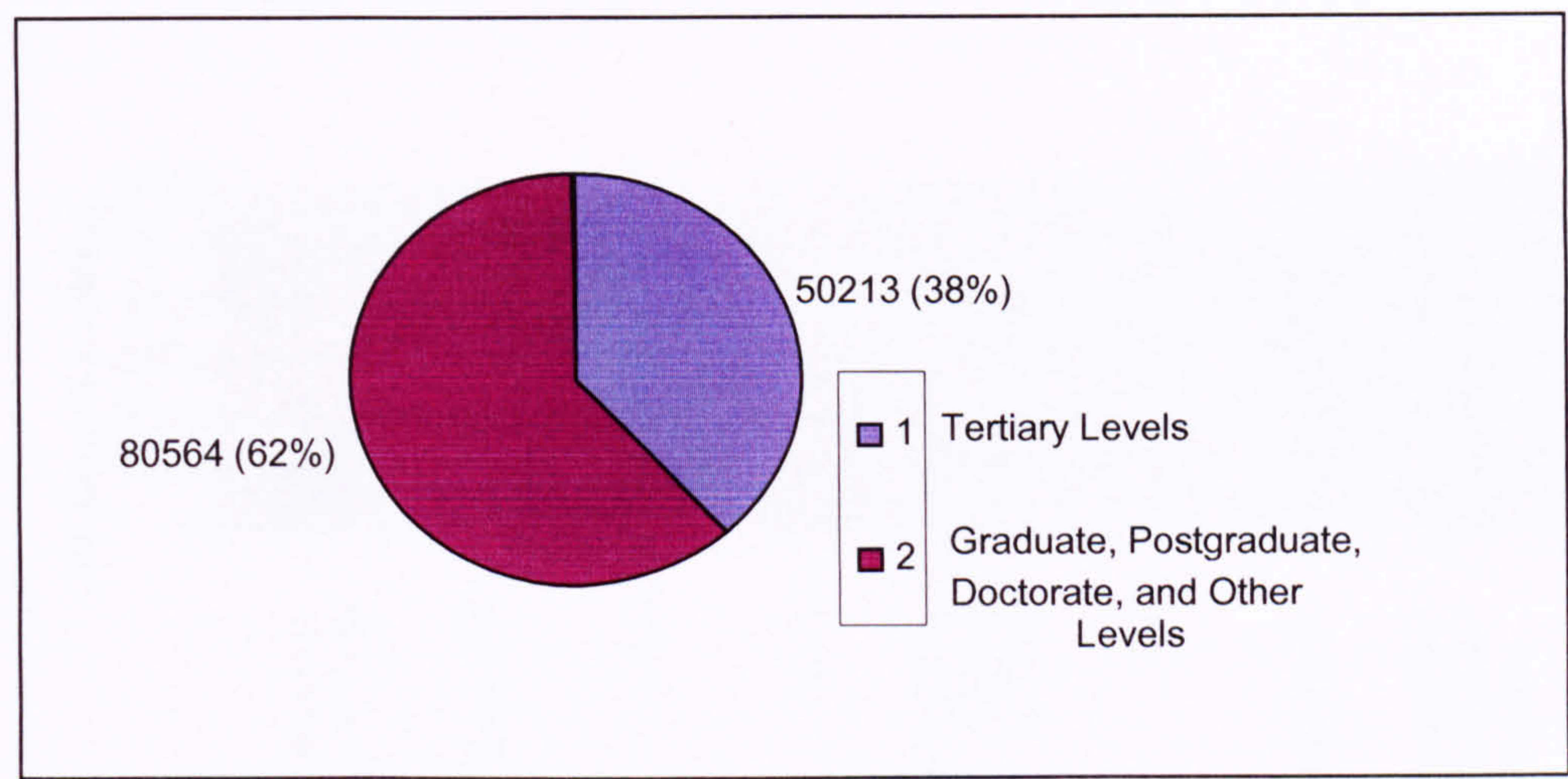
Therefore, English is an unavoidable second language for Nepalese people.

This research studies the EFL curriculum in tertiary levels focusing only on the three faculties viz. Management, Humanities & Social Sciences and Education excluding the other two faculties and four institutions in the TU. The rationality behind selecting only the tertiary levels of these three faculties and selecting the United Kingdom as the most appropriate place for the research are discussed below.

1.5.1 Rationale of researching the tertiary level EFL curriculum

This research particularly focuses on the EFL curriculum in the tertiary levels in the TU. The Figure 1.3 in Page No. 8 and the Figure 1.4 in the Page No. 11 show that the total student population in the tertiary levels are 50, 213 out of 132,777 in total, which covers 38% of the total population of the university.

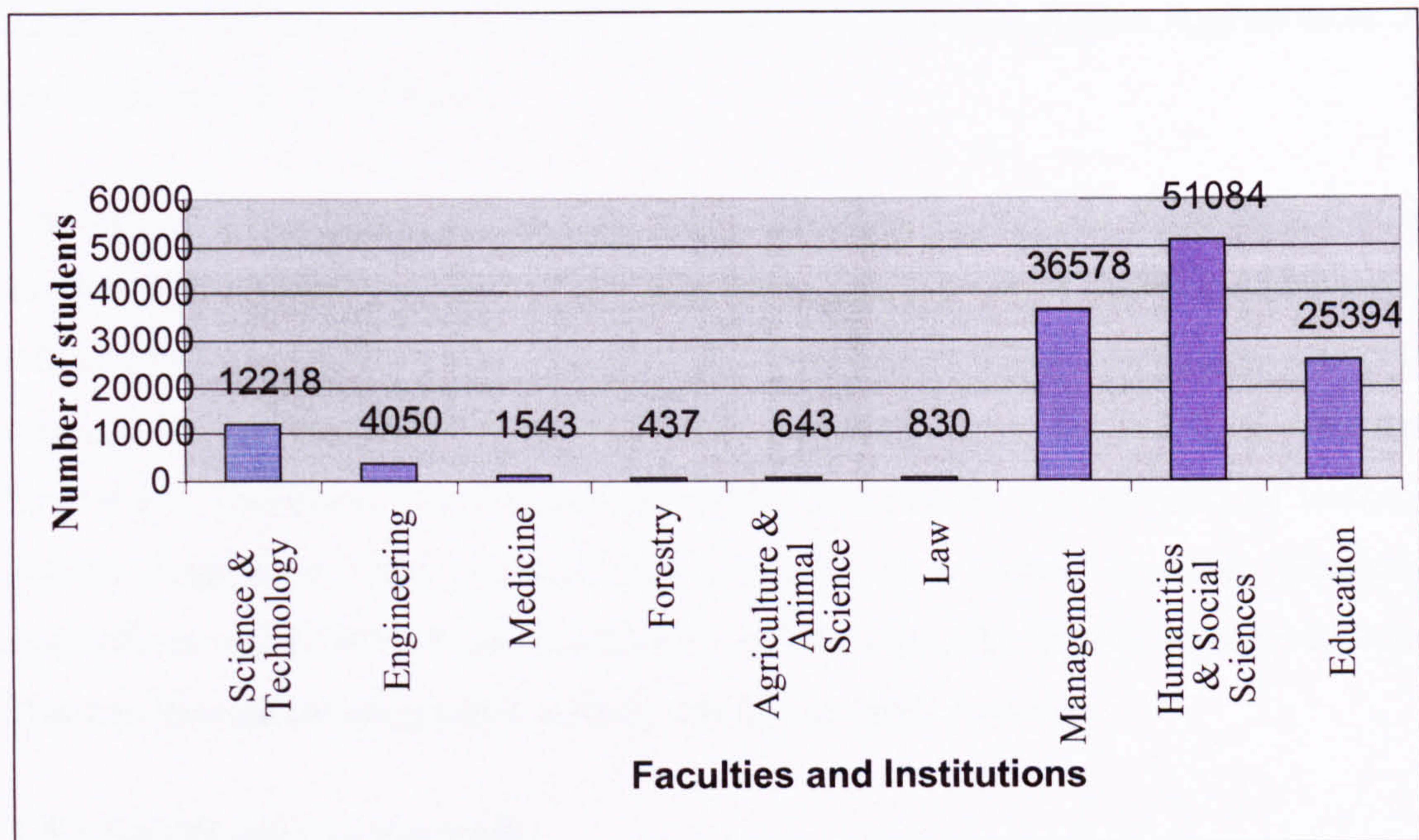
Figure 1.4 Levelwise Student Ratio in Different Levels -2005



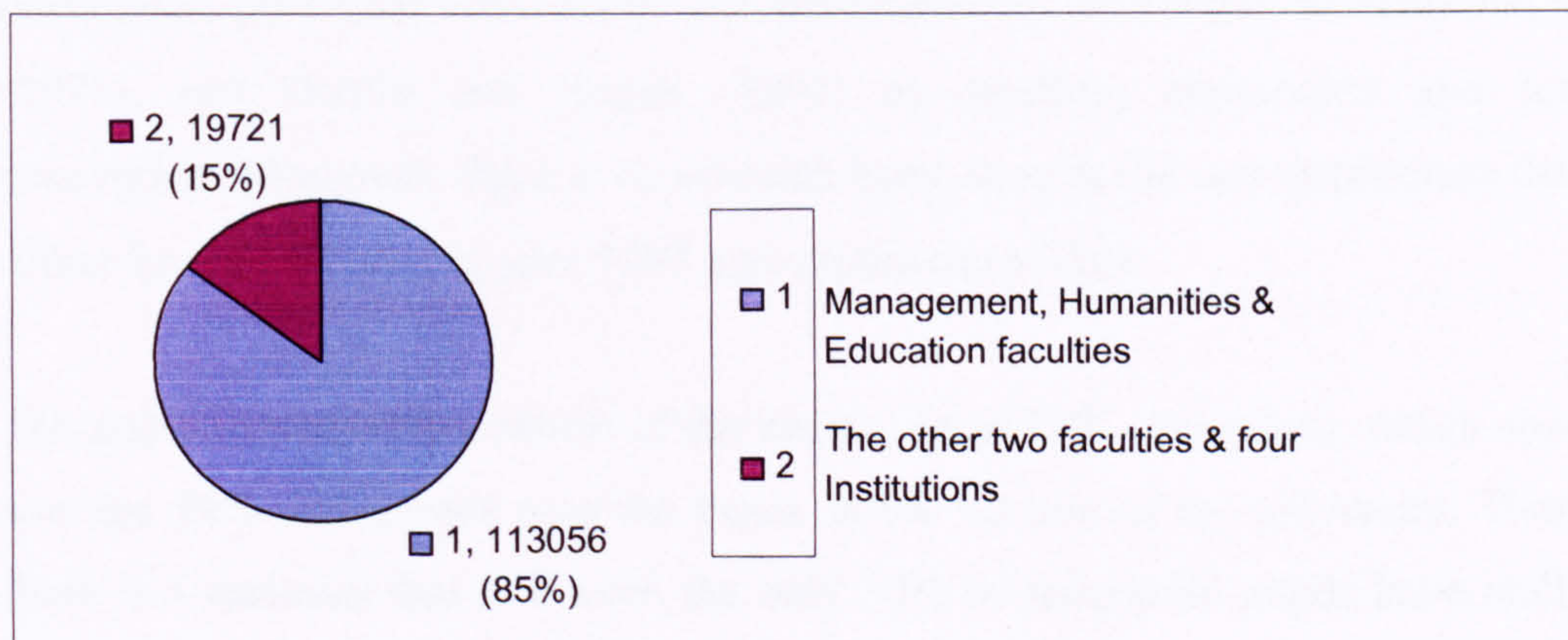
Source: www.tribhuvan-university.edu.np

The faculty of the Humanities and Social Sciences has the biggest student number in the university. Similarly, the Management and the Education are the other two faculties which a huge number of students get enrolled every year. Therefore, these three faculties cover 85% of student in average in the university.

Further, the Figures 1.5 and 1.6 in the Page No. 12 also prove that the three faculties viz. Management (28%), Humanities & Social Sciences (39%), and Education (19%), altogether hold 85% of the total student population in the university. It makes clear that research in these three faculties can represent the whole university therefore this is a rationale in itself.

Figure 1.5 Student Distribution in the TU Constituent Campuses - 2005

Source: www.tribhuvan-university.edu.np/constituent.php

Figure 1.6 Student Distribution in the TU Constituent Campuses – 2005

Source: www.tribhuvan-university.edu.np/constituent.php

1.5.2 Rationale of researching in the UK

Learning English means exclusively learning British English for the Nepalese people as from the ‘very beginning’ (1850s) (www.panasia.com 12/12/2006) they have been influenced by British English. This tradition of teaching British English was

established when Durbar High School was opened for the public in 1901 (ibid). Tribhuvan University also followed the tradition by applying British English from its establishment in 1953 (ibid).

The current EFL curriculum has also been continuing the practice of teaching British English by implementing 50% of the text books published by Cambridge University which contains British history, culture and life style. Moreover, the syllabus refers to dictionaries for British English which are published from Oxford or Cambridge University. Therefore, this research intends to find out the effectiveness of learning British English in their practical life, methods of a second language (English) acquisition, and effects of acculturation in it. Therefore, the British society has been taken as the one and only place to carry out the research properly.

1.5.3 Significance of the study

Though the history of teaching EFL show that the success rate is very low (33.8% success on average, Figure: 5.1), no research has been done in the effectiveness of the curriculum yet except a few small scale researches by Jha (1993), Watkins and Regmi (1995), and Dahlin and Regmi (1997) on learning approaches and learning conception. Moreover, there is no research been done in the new curriculum that is in effect from the academic year 1997 and continuing to date.

The annual examination results of the tertiary level EFL curriculum, which shows on average 30% of students pass the exam, is the version of the university. Therefore, there is a curiosity that is if even the only 30% of successful pupils have really met the goal of communicating in English in their practical life.

Though school effectiveness research findings cannot provide a blueprint for school improvement, such research provides a valuable background and useful insights (Sammons et al. 1995). Therefore, I do believe that this research will primarily help empower the effectiveness of the EFL curriculum in the tertiary levels in the TU and will play a role model of a mile stone for the future researchers in the same field.

Moreover, this research will be beneficial to all the future researchers to study on a second language curriculum.

1.6 Research Questions

This research will be carried out with the following four questions. The following general questions will be guiding this study to achieve the objectives of this proposed research:

- i. Has Tribhuvan University fulfilled one of the objectives of teaching EFL in the tertiary levels, which is teaching English structures in a communicative context and for communicative purpose?
- ii. Is there any consistency in the tertiary level EFL curriculum in Tribhuvan University, specially, in syllabus, teaching techniques and examination system?
- iii. Does Acculturation play a significant role in relation to Nepalese people for acquiring oral communicative competence in English?
- iv. Is there any possibility of applying Krashen's (1970) Monitoring Model hypothesis to monitor the learned knowledge by acquired knowledge in the case of pronunciation in the process of adult second language performance?

1.7 Methodology

Phenomenology has been applied as the research methodology in this research since this research project studies lived experience of Nepalese pupils on acquisition of the EFL. As a phenomenological study this project tends to be a qualitative research. In this project, unstructured interviews will produce qualitative data. The secondary data of annual academic results presents historical development of the effectiveness of the EFL curriculum in the university which will support the research carry ahead. The primary data from interviews provide the essence from the experience of learning the EFL in the university comparing with acculturating. Then, the data are analysed and come to the conclusion.

1.8 Limitation of the Study

The research has been limited within the EFL curriculum from 1997 to 2005 which uses the latest syllabus (applied since 1997) in the tertiary levels in the TU. There are three examination boards for the EFL tertiary levels education in Nepal. This research will keep the Higher Secondary Education Board and Sanskrit University Board aside and focus on the Tribhuvan University Board. The tertiary levels' student in Tribhuvan University covers 38% of the whole student population (Figure 1.3 & 1.4). Moreover, this research will be limited within the three different faculties viz. Humanities and Social Sciences, Management and Education as these three faculties cover 85% of students' population of the university (Figure 1.5 & 1.6) so the research can represent the tertiary levels of all the faculties in the university. Though the study concerns on the EFL curriculum as a whole it gives a special emphasis on oral skill as a language is to communicate before anything else to do.

1.9 Organization of the Thesis

This thesis has been organized in six different chapters. The first chapter introduces the research background and thesis plan in brief. The second chapter is a literature review. It discusses focusing on the institution of this study as nature of curriculum development. On the other hand, this chapter discusses on theories of a second language acquisition. Moreover, this chapter designs the research to carry out as theory-then-research method, which helps to provide hypotheses for this research. The third chapter defines the research methodology and methods which gives more acute shape to the study. In the fourth chapter the data are analysed. The fifth chapter summarises the findings and discusses on it and finally, the sixth chapter concludes the research with discussion of findings and recommendations.

CHAPTER 2

THE NATURE OF CURRICULUM DEVELOPMENT AND THEORIES OF SECOND LANGUAGE ACQUISITION IN ADULT LEARNERS

2.1 Introduction

The main objective of this chapter is reviewing relevant literature to this study. The nature of the curriculum development will be given keen concern as the institution of this study is the EFL curriculum development. Further, this chapter also will focus on theories of second language acquisition in adult learners as the objective of this research is to find out how Nepalese students can acquire communicative competence in English. Therefore, this chapter will study on both the nature of curriculum development and theories of second language acquisition and build up a base for the full research.

2.2 The Historical Development of Meaning of Curriculum

The term 'curriculum' presumes different meanings at different times. The term 'curriculum' derived from Latin, which meant a 'racing chariot' or a 'racetrack', or a 'course to be run' and from this it developed to be a 'course of study'. Thus, initially the term 'curriculum' generally meant a syllabus of teaching but gradually it developed to cover a wide range including classroom activities, homework, assessment, and extra curricular activities. Thus, the development of meaning of curriculum becomes a continuous process and the meaning of curriculum extends to cover students' experience and achievement in the late 20th century and in the 21st century the meaning of curriculum has been developed to be 'transmitting our non genetic part of nature to the new generation and build up a desired future' (Ross 2000).

As the development of curriculum has come a long way; it will be appropriate to discuss in detail on periodical basis. The meaning of curriculum has been broadened very significantly after the sixties therefore this study will focus on the development after the sixties:

2.2.1 The meaning of curriculum in the sixties and seventies

Curriculum meant to be only the syllabus of study during the early days. Taba (1962) perceived curriculum as a general aspect of purposes, content and methods. Similarly, Mc Donald (1965) viewed a curriculum as a plan for action for example, a plan, which guided instruction, whereas Kerr (1966) defined curriculum slightly differently. For him curriculum was all the learning which was planned or guided by the school, whether it was carried on in groups or individually, inside or outside the school. Johnson (1967) had a controversial opinion that a curriculum might consist only of a structured series of intended learning outcomes.

The meaning of curriculum developed wider by late sixties. Johnson (1967) drew significant distinction between curriculum and instruction that brought difference in concept of curriculum. Musgrove (1968) viewed curriculum as an artificial activity where experience was organized, and focused on systematic programme. Viewing from this angle, curriculum in fact, is properly artificial, selecting, organizing, elaborating and speeding up the processes of real life. Thus, during the seventies, the meaning of curriculum widened to cover students' experience as well under the direction of the school.

2.2.2 The development of meaning of curriculum in the eighties

During the eighties, the meaning of the curriculum came to be even wider with the importance of the role of the teacher for an effective curriculum. The meaning of curriculum developed to be a direction for classroom instruction as it was the teacher's prerogative and responsibility to interpret and translate the curriculum document in terms of his or her own and students' experiences.

During this decade, the meaning of the curriculum developed to more advanced stage with the widest meaning. The curriculum according to the HM Inspectorate (1985):

A school's curriculum consists of all those activities designed or encouraged within its organizational framework to promote the intellectual, personal,

social and physical development of its pupils. It includes not only the formal programme of lessons, but also the 'informal' programme of so-called extracurricular activities as well as all those features which produce the school's ethos', such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way the schools set about its task and the way in which it is organized and managed, teaching and learning styles strongly influence the curriculum and in practice they cannot be separated from it. Since pupils learn from all these things, it needs to be ensured that all are consistent in supporting the school's intentions (DES 1985 a, para.11).

Thus, the meaning of curriculum developed to be formal and informal programmes that promote the intellectual, personal, social and physical development of its pupils. Moreover, ethos takes place in the curriculum that developed during this period.

2.2.3 The meaning of curriculum in the nineties

The meaning of curriculum developed wider during the nineties. Longstreet and Shane (1993) accept curriculum as a historical accident – which has not been deliberately developed to accomplish a clear set of purposes. The meaning of curriculum rather, evolved as a response to the increasing complexity of educational decision making, which is not logical since a curriculum is not built up due to accidents only since it is a plan to prepare the generation for future. Curriculum, therefore, is a product of negotiated and renegotiated with thoughtful ideas and various concepts (Goodson 1994).

Curriculum, in the course of development, has been a matter of intense debate covering the widest area towards the end of the twentieth century. Marsh (1997) on the area of curriculum opines that there have been all kinds of priorities put forward including citizenship demand, personal development priorities and vocational training pressures. He also focuses on various pressures ranging from practical, school

focused approaches to curriculum and its development; theoretical perspectives of different kinds of technical and scientific management approaches.

Curriculum (Mathews 1989) thus, has been developed from a simple list of subjects taught in school to a full scale academic study covering a wide area and meaning with all the trappings which characterize the disciplines of higher education.

2.2.4 The meaning of curriculum in the 21st century

The curriculum (Ross 2000) has been a very broad concept in the 21st century that emphasizes anything that schools do that affects pupils' learning, whether through deliberate planning and organization, unwitting encouragement, or hidden and unrealized assumptions, can all be properly seen as elements of the school curriculum. The curriculum, thus, is not only the intention or aim of what to achieve but also what happens in reality. Therefore, the meaning of a curriculum has been developed to be an achievement rather than aspiration.

The recent development of the curriculum is that it should aim to design the future for the next generation. Ross further argues that the story of curriculum change in England over the twentieth century is marked, and continues to be marked, by conflict. There are conflicting ideas over what education is for, and what it can be expected to achieve, and these have led to a series of attempts to define the curriculum that can achieve these aims. However, through all of these changes between central and local control, there has been the perception that the curriculum is important, that it marks out what kind of society and culture is wanted for the next generation. Therefore, education in the 21st century is about reproducing culture and transmitting the non-genetic part of the nature to the future generation (ibid).

Thus, the meaning of curriculum changed from the Latin word curriculum that meant a racing chariot or a racetrack, or a course to be run and from this it developed to be a course of study and in the modern meaning it is for generating a culture for the future generation. Thus, curriculum covers syllabus, formal and informal ways of delivering

designed course, methods of delivery, assignments, assessments, extra-curricular activities, production, students' experience and achievement. More over, the meaning of a curriculum has been developed to a broad sense as a medium to build up desired culture for next generation by transmitting the non-genetic part of our nature (ibid).

2.3 The Historical Development of Meaning of the EFL Curriculum in Nepal

English has been applied as a compulsory second or a foreign language in the tertiary level curriculum in all the faculties in Tribhuvan University (TU). A language which is learnt in addition to the mother language is known as a second language. It can be any language whether it is a regional, national or international language next to the mother tongue. In this sense, English has been accepted in the form of a second language which also has been regarded as a foreign or an international language in Tribhuvan University.

Learning English language was privileged only to the Rana family and to the elite group in the 1850s to 1950s in Nepal. Culture of teaching learning English as a second language begins with the initiation of Junga Bahadur Rana, the founder of Rana rule in Nepal, who went to the extent of giving his children an English education rather than the traditional Sanskrit education. Initially, in 1854 he engaged an English tutor to teach his children in his palace. The successors of Jung Bahadur opened these classes to all the Rana children and formally organized into Durbar High School as the first formal school in Nepal. Then teaching English went to the extent of elite group along with the Rana family. Therefore, learning English meant to be a member from an elite group in the initial days in Nepal (www.panasia.org.sg 13/05/2006). With the dawning of democracy in 1950 English became an important international language for all the people.

In the modern days, with the development of the world, English has been a significant second language for Nepalese people. Though Nepalese is the first language, English language connects Nepalese to the world by playing vital role in various aspects of Nepalese life such as for communication with the world, business,

development, and intellectuality. Lohani, then Chairman of the Compulsory English Subject Committee, on the occasion of the second national convention of Tribhuvan University teachers of English delivering the introductory speech emphasized on the importance of English in Nepal as “not merely a survival tool for communication but as a language, which could contribute to the intellectual and educational life of the people” (Lohani et al. 1988, P. 28).

Khanal as a guest in the 2nd convention, speaking about the role of English in Nepal said that the following factors determine the place of English in Nepalese education:

- (a) as a language for international communication;
- (b) as a link between mankind and the latest development in all the fields of education;
- (c) as a language in its own right and as a subject to be pursued for its culture and ideas (ibid, P. 30).

Thus, Khanal has highlighted three major points of the ESL as for international communication, educational development and culture. Similarly, Jha (1991) finds importance on ESL for educational and scientific knowledge, communication and ideas. He further says that the status of English in Nepal is of the first foreign language. In his words:

Briefly put, Nepal needs English for such main purposes as: (1) the acquisition and transmission of the scientific and technological knowledge of the world; (2) the promotion of higher education in subjects related to humanities, social sciences, law, commerce and management; and (3) international communication, including the acquisition of ideas and values so necessary for accelerating the modernisation process (P. 37).

The report also disclosed the idea of Upadhyaya, then Vice Chancellor of Tribhuvan University, in the inaugural address pointed out the importance of English in Nepal as a ‘lingua franca’ for international communication and as a ‘medium for understanding among the people of the world’(Lohani et al., P. 28). Thus, the report shows that

Khanal, Jha and Upadhyaya agree that English language is important for Nepalese people for international communication and for knowledge. Thus, the meaning of learning English as a second language in Nepal was an identity of an elite group in the eighteen fifties which has been changed as an international lingua franca, as a link to the mankind and latest development, as a sharing of culture and ideas, as a language for a link to the latest modernization and development of the world.

2.4 Definitions of Curriculum

Curriculum has been defined in different terms over the decades covering various areas of value as experienced by different scholars. Marsh (1997) collects eight remarkable definitions. According to him Curriculum is that which is taught in school, a set of subjects, content, materials, a set of performance objectives, taught both inside and outside of school and directed by the school, individual learner experiences and everything that is planned by school personnel.

These definitions show that a curriculum has multifaceted characteristics. Hence, a curriculum is a set of different subjects and the teaching contents, teaching materials and performance both in and out of schools that provide students learning experiences. However, curriculum can be classified into the following five categories according to their characteristics:

2.4.1 The total curriculum: what and how is taught and what is experienced

Curriculum as what is taught as a course tends to mean the range of subjects taught whereas when it is defined as content it gives an emphasis only on the syllabus and that is not enough to cover the meaning of curriculum as a whole as Kelly (2004) argues that a definition of curriculum must offer much more than a statement about the knowledge-content to make it practically effective and productive, developing from merely the subjects which schooling is to teach or transmit or deliver.

The two functions of what and how, tend to be obscure to the interdependence of pedagogy in a curriculum. Classroom teachers are the key figures to manage the class and deliver the pedagogy. For this the teachers constantly keep planning, implementing and monitoring in their respective classrooms. It is not possible or practical to separate out intentions from actions- there is really a fluid movement of interactions between plans, actions, change of plans, and different actions in delivering pedagogy. Thus, what and how of a pedagogy are interrelated and can not be separated from each other.

The definition of curriculum should be of value and perspectives but not be overly prescriptive. However, Walker (1990) believes that a curriculum covers areas that matters teachers and students attend together; students, teachers and others recognize as important to study and learn; the manner in which these matters are organized.

Marsh and Stafford (1988) and Marsh and Wills (1995) agree that 'curriculum is an interrelated set of plans and experiences which a student completes under the guidance of the school'. Therefore the actual curricula consist of an amalgam of plans and experiences (unplanned happenings). Thus, curriculum is not a one way transmission of ideas and information from the teacher to a group of passive recipients but a series of communications/reactions/exchanges/ between both teachers and pupils.

Thus, curriculum can be accepted as a body of knowledge or subject-content and education delivered to students possibly by the most effective methods. On the other hand, curriculum can be accepted in terms of its products, designed to achieve certain ends or aims.

Marsh (1997) defines curriculum in a wider sense than a syllabus since a syllabus usually summarises statements about the content to be taught in a course or unit, often linked to an external examination. The area of a curriculum covers a wider range covering a critical element of teaching the contents. It is because how a teacher teaches contents can drastically affect the effectiveness of what is taught. Moreover,

the extent of students' motivation and preparation play a vital role in what is learnt. Therefore, a curriculum is not only a syllabus or what to teach but also teaching-learning process as how to teach and achievement or how effective it is. Therefore, a curriculum is a as whole plan that schools perform for teaching-learning process. Therefore, a perfect curriculum is not only what to teach but also how to teach and what the learners experience (DES 1981).

2.4.2 Curriculum as a product or a document

Curriculum is also defined as a product. The product is a document that includes details about goals, objectives, contents, teaching techniques, evaluation and assessment resources. The government or one of its agencies (Marsh 1997) officially issues the document to direct *how* and *what* to be taught. The documents represent the *ideal* rather than the *actual* curriculum. A teacher may not accept all aspects of such a written curriculum since it may be unable to implement exactly as prescribed due to lack of training and understanding. Therefore, there is possibility to be gaps between the intended, ideal curriculum and the curriculum in practice. It may be that the level and interests of the students, or local community preferences, may prevent a teacher from implementing a curriculum as prescribed (ibid). Kelly (2004) argues that by the official or planned curriculum is meant what is laid down in syllabuses, prospectus and so on; the actual or received curriculum is the reality of the pupils' experience.

The planned curriculum of Kelly is what to teach whereas the received curriculum tends to mean what the students have received in reality. But this definition covers 'what' is achieved but not 'how' it is achieved so it can not give a complete meaning of curriculum. Therefore, this proposed curriculum study as Stenhouse (1975) opines, will be concerned with the relationship between the two views of the curriculum: intended and achieved reality. And ultimately, will endeavour to find the solution to close the gap between them.

2.4.3 Curriculum as a set of performance objectives

Marsh (1997) accepts a curriculum as a set of performance objectives or students' learning as a very practical orientation to curriculum. This approach focuses upon specific skills or knowledge considered to be attained by students. Proponents of this approach argue that if a teacher knows the targets which students should achieve, it is so much easier to organize other elements to achieve this end, such as the appropriate content and teaching methods.

2.4.4 Curriculum as students' individual experience

To define curriculum in terms of 'what an individual learner experiences as result of schooling' is an attempt to widen the focus. The emphasis here is upon the student as a self-motivated learner. Each student should be encouraged to select those learning experiences that will enable him/her to develop into a fully-functioning person. However, each student should acquire knowledge, skills and values not only from the official or formal curriculum but also from the unofficial or hidden curriculum. Pollard and Tann (1987) opine that hidden curriculum is implicit within regular school procedures, in curriculum material and in communication approaches and mannerisms in the society. Students learn a lot from the hidden curriculum even though it is not intended by teachers.

2.4.5 Curriculum as planned by school personnel

Curriculum activity (MacDonald and Leeper 1966) is the production of plans for further action and instruction is the putting of plans into action. The definition, which refers to curriculum as everything that is planned by school personnel (Marsh 1997) is yet another orientation, which emphasizes the planning aspect of curriculum. Similarly, Kelly (2004) opines that planned curriculum is what is laid down on syllabuses, prospectus and so on. Thus, curriculum is both *what* and *how* of learning. The both what to teach and how to teach are the plans and action which can be controlled by school personnel.

The school personnel in the Campuses of Tribhuvan University are not keen at planning for further development of the curriculum according to their students or local backgrounds. It may be due to lack of physical, economical and temporal facility to the teachers. On most of the campuses, the text books are the only teaching materials. The teachers are laden with heavy course load and big size classes. Therefore, all most all of the campuses have a general tradition of teaching English only on the basis of the prescribed text books.

2.5 The Curriculum Designing Process

Course designing is a systematic process. It should meet its own laws and norms. Diamond's (1989) course designing process is one of the typical examples of it.

Table 2.1 Designing a Curriculum

1	2	3	4	5	6
Established Need and demand for course	Establish Student characteristics	Determine content	Set goals And objectives	Choose teaching and assessment methods	Implement, evaluate and adjust components as necessary

Source: Diamond (1989)

The course design process of Diamond is quite systematic but what I argue is that the goals should be set up before determining the content. It is because only when the goal is set up it is possible to determine what to teach to achieve the goal. Tribhuvan University has designed and introduced a new syllabus in all the faculties in the tertiary level with effective from 1997. The syllabus is well organized keeping in mind the need and demand of the Nepalese students and characteristics of the students. It also has well defined objectives and determined the content but has not been able to change the traditional methods of teaching which is not appropriate for this new syllabus. Moreover, the assessment system is remaining the traditional one whereas 50% of the new syllabus contents oral practical language, which is called the Core English but there is no oral assessment applied yet. If teaching a language as a second or a foreign language but do not assess the students' oral competency on it, it

can not be a perfect curriculum. Since the application of the new syllabus, neither the university has evaluated effectiveness of the syllabus nor adjusted any new component to it to date. This shows that the EFL curriculum in Tribhuvan University has not been properly designed as the teaching materials, teaching methods, and assessment systems are mismatched.

2.5.1 Demand and success factors in curriculum change

Scott (1999) has identified the range of course components, which might represent significant areas of change in a new or revised course. They include:

- the kinds of aims or objectives that the course hopes to achieve,
- the teaching and learning methods that will be used,
- the kinds of materials and learning resources which will need to be used or produced,
- the location where teaching and learning take place (home, workplace, lecture hall or class rooms,
- the kinds of assessments that are to be used,
- the kinds of people who will staff the programme and their roles,
- the way in which students will be selected; and
- the expected backgrounds; ability and experience of the target student group.

(P. 42)

Among the success factors that are important in the planning stages of a curriculum project are its leadership; agreement about the desirability of change; the availability of staff development; clarity about the nature and extent of the proposed changes; and institutional and community support (Toohey 1999).

As this research focuses on the new EFL curriculum in the tertiary levels which is effective from 1997 in Tribhuvan University, it will leave the former curriculums aside. This research will endeavour to find out if any change is necessary to make the

present EFL curriculum more effective. For this, the study will be empirically carried forward.

2.6 The Tertiary Level EFL Curriculum in Tribhuvan University

The national curriculum of Nepal has applied English as an international language rather than as a second language in the school and universities. Therefore, English language has been a compulsory subject to all the levels from the tertiary level to the second year of graduate level in exception to some technical institutes for example medical, engineering and science in degree level. All the levels mentioned above are provided the EFL curriculum as one of the general subjects and that is general to all the faculties and institutions. In the tertiary education, whether it is humanities, business, education, science, medical science, or engineering the same syllabus of the EFL has been applied. Not only the syllabus but also the curriculum planning have been controlled in similar ways, for example, the teaching hours, assessment, qualities of teachers, teacher-student ratio etc. are quite similar to one another.

The university has not introduced any syllabus on English for Specific Purpose (ESP) to any of the faculties in the university. The students in all the faculties are obliged to the general course which may not be able to attract students' attention and also that may not be helpful to their academic purpose according to their school and it is obviously one of the reasons of the drawback to all the pupils and the university itself in achieving the goal. Hence, the nation itself has fallen farther behind from the intellectual knowledge and the modern development of the world.

The curriculum is an ever changing set of total phenomena of delivering designed education in an organised form. Curriculum, therefore, means a wide range from syllabus, formal and informal ways of delivering the designed knowledge, assignment, assessments to extra curricular activities. Curriculum also covers the aims, objective, students' experience and achievement as well. Hence, in this chapter, it is significant to discuss the total phenomena of the EFL curriculum in tertiary

education at Tribhuvan University, Nepal. Therefore, the following components of curriculum will be reviewed:

- Syllabus
- Objectives
- Teaching methods
- Assessments
- Achievements and
- Students' experience

2.6.1 The objectives of the tertiary level EFL curriculum in the TU

Objectives are the intended consequences or outcomes of a curriculum (Mathews 1989). All the academic institutions have generally common aims like academic, vocational, personal and social. The academic goals (Goodlad 1984) are perceived by students, teachers and parents as the major goals at all levels of schooling. The prime object of a curriculum is to bring about learning in others. Wringe (1988) opines that aims may be pursued ruthlessly or prudently and in a spirit of compromise and consideration for the interests of others.

The second national convention of Tribhuvan University teachers of English (1988) agreed that the main objective of the teaching of spoken English is to make the students able to understand the native speakers and to make themselves understood by the natives.

The objectives of the curriculum produce observable results. Mathews (1989) suggests that the curriculum intentions, which can be manifested as observable outcomes: outcomes, which are not only observable but can be described, assessed and reported. He further opines that objectives are more specific and exact about the intended outcomes; they point to observable action and behaviours. The 1988 Educational Reform Act speaks of knowledge, skills and understanding (Clause 2 (2) (a)). Another classification also divides the general behaviours into three kinds: those

concerned with thinking (Cognitive), those concerned with feelings (affective) and those concerned with physical action (motor or psychomotor).

Objectives of the curriculum assist teachers and students to focus upon what will be evaluated. There should be a close relationship between the assignments, tests and checklists used by the teacher and the objectives for the particular teaching unit or lessons. The feedback received by students from particular assessments lets them know whether they are achieving the standards required.

There are some criteria, which enable teachers and curriculum developers to produce effective instructional objectives. These include scope, consistency, suitability, validity, feasibility, and specificity (Marsh 1997). He further explains that the scope must be sufficiently broad to include all desirable outcomes that presumably relating to knowledge, skills and values. The objectives should be consistent with each other and reflect consistency in a similar value orientation. The objectives should be relevant and suitable for students at particular grade levels and reflect validity in assessment procedures. The objectives should also be feasible to attain and phrased precisely avoiding ambiguity in the meaning (ibid).

Though there are different objectives of teaching English i.e. intellectual knowledge, employment, business etc., communication is the fundamental objective of learning any language. In contrast, spoken skill is the most neglected skill in the curriculum of the EFL in the TU.

As the curriculum of tertiary education in Tribhuvan University is designed for two years; the first year's course should be followed by second year and all the subjects in the first year continues in the second year as well and the students should pass all the subjects in the first and second year to be awarded. Moreover, all the students must pass all the compulsory and optional subjects to be accepted for the enrolment on the degree level. Therefore, though there are some different specific objectives in two different years, there are some common objectives of the first and second year of the

curriculum of EFL. The general objectives of teaching English as Foreign language in Tribhuvan University are defined as followings:

- a. to provide students skills in the use of English for academic and communicative purposes
- b. to train them in the functional, notional and grammatical areas of English language use
- c. to make them see the relationship between structures and meaning
- d. to teach them English structures in a communicative context (Syllabus 1997, P. 1).

The objectives show that the curriculum aims to enable students to be competent in communication as the first and the fourth objectives mainly focus on communicative language and similarly, the second and the third objectives focus on grammar and structure of sentences. However, there are some specific objectives of teaching English as a Foreign Language in the first and second year of the tertiary levels, which will be discussed below:

2.6.2 The specific objectives of teaching English in two different years in tertiary levels in the TU

There are some specific objectives in the first and second year of the tertiary education. The specific objectives of Compulsory English year I are:

- a. to give students a short “link” course to serve as a kind of bridge or a refresher course between English at the secondary and higher levels
- b. to teach English for functional, academic and communicative purposes
- c. to provide student interesting reading material for pleasure, information, and knowledge (Syllabus 1997, P. 1).

Thus the main objective of the first year of course is to enable the students communicate fluently and also learn English for academic purpose.

The specific objectives of year II are slightly different as they are a bit advanced from the objectives of year I as the course is a continuation of first year course. It builds on language skills and communicative competence introduced in the previous year and provides more reading materials. The specific objectives of year II are:

- a. to teach students language use and functions
- b. to enable them to establish a link between structure and meaning
- c. to provide them with more examples of language in context
- d. to engage them in more fruitful reading.

The specific objectives of the course of the second year are similar to objectives of the course of the first year. The only difference between the objectives of these two years of syllabuses is that the objectives of the second year gives more importance on the sentence structures, grammar and context, which are essential components for development of standard of language. The general and specific objectives are well defined but whether the university can achieve the objectives depends on the pedagogy.

2.7 The EFL Curriculum Policy in Tribhuvan University

A policy is necessary to determine why to teach English; when to start teaching English; what type of English to teach at what levels: general or core, ESP or literature, and the expected proficiency in different levels of learners.

The second national convention of teachers of English in Nepal (1988) reports that:

There is a lack of definite language policy defining the place of English in the total education system of Nepal. In the absence of any well defined language policy English teaching in Nepal has been arbitrary, unmotivating and uninteresting. As a result the students have been tremendously handicapped at various levels-academic, intellectual as well as psychological (P. 41).

The Convention -1988 also reports that there is not any remarkable change in the language policy. In the absence of a national language policy the whole teaching of English in Nepal has suffered from a sense of directionlessness. Though a new syllabus has been included in the EFL curriculum, there is no change in pedagogy as the university has not trained all the teachers properly as a result the greater number of teacher is teaching on their own way. Moreover, the university has not been able to

prepare the suitable class rooms and provide necessary teaching materials and appropriate work loads to the teachers. Hence, nothing has been changed or improved accept the syllabus in the curriculum of the tertiary level EFL curriculum in Tribhuvan University in Nepal within the last decade.

2.8 The Latest Development in the EFL syllabus at Tertiary Education in the TU

Tribhuvan University developed a new syllabus for the tertiary level and introduced from 1997. The new syllabus of the Compulsory English language meant to cover the different disciplines like Humanities and Social Sciences, Management, Science, Education, etc. The Institute of Science and Technology, the Faculty of Humanities and Social Sciences, and the Faculty of Management, which have English for two years, were forced to apply the whole syllabus as Compulsory English Papers I & II. The other faculty and Institutes which teach Compulsory English only for one year at the tertiary level were to adopt Compulsory English Paper I. The syllabus, thus, has generalized the same course to all the faculties and institutions in the tertiary levels.

The introduction of the syllabus (1997) announces that it is an integrated general English course which treats English as a medium for communication and as a means to knowledge. This course is designed with a view to lead students from intermediate to upper level of English proficiency and guiding them from general to comprehensive understanding of written texts. Moreover, the course contents say that the core English component primarily aims at teaching various language skills in an integrated manner. The emphasis is provided on tools for using language for communicative purposes, and for receiving as well as imparting information effectively.

2.8.1 The developed EFL Syllabus at the Tertiary Level

The syllabus of English language for the tertiary level of all the faculties and institutions of Tribhuvan University is an integrated general English course which treats English as a medium for international communication and as a means to

knowledge. This course is designed with a view to lead students from intermediate to upper level of English proficiency and guiding them from general to comprehensive understanding of written texts. The first and second part of the courses are designed to complete each in a year so that they are known as first year and second year of the tertiary programme.

The grammatical components of the first year are continued by the components of the second year syllabus. The major textbooks are also from the same series. The first year syllabus applies the intermediate level and for the second year applies the upper intermediate level of text. However, it will be discussed in detail under the course contents in this chapter.

The text books, students' book and teacher's handbooks as well; like the 'Meaning into Words' (TU 1997, P.1) – Intermediate and Upper Intermediate levels by Doff et al. and published from Cambridge University Press are really practical. The teaching contents are well designed against the UK background and are modern but in some of the cases it is really difficult for Nepalese teachers of English to teach them as they are really developed on English culture. The text books like 'Heritage of Words' and 'Magic of Words' (TU 1997, P.1) cover the wide range of culture of various countries in the world.

The first year syllabus has got a refresher course entitled 'Link English' (TU 1997, P.1) which will refresh the school leavers on their basic grammatical and other simple ways of improving English, for example, using a dictionary. This course basically aims at bridging the gap of language knowledge between school education and preparation for university degree. Therefore, this remedial or refresher course is given at the beginning of the session.

The core English component primarily aims at teaching various language skills in an integrated manner. The emphasis is on providing tools for using language for communicative purposes, and for receiving as well as imparting information effectively. The extensive reading course contains interesting reading materials of

academic human values and exposes students to various written models. It also provides them exercises for improving their writing skills.

The prescribed books for the first year:

- a. *Link English*. Revised edition. Kathmandu: Sajha Prakashan, 1996.
- b. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words* (Intermediate). Student's Book. Cambridge: Cambridge University Press. 1983.
- c. Doff, Adrian, C. Jones, and K. Mitchell *Meaning into Words* (Intermediate), Workbook. Cambridge: C.U.P. 1983.
- d. Lohani, S. P. and R. P. Adhikary, (eds.) *The Magic of Words*. Kathmandu: M.K. Publisher, 1997. (TU 1997, P. 1).

The main text book and students' work book are written and edited by British native authors and published by Cambridge University Press, which carry 50% of weight of the syllabus; which mainly focuses on communicative objectives that totally deals with Britain and British background and culture. The other text books 'The Magic of Words' and 'Link English'(ibid). are compiled and written and edited by Nepalese authors. 'The Magic of Words' deals with literature and covers different cultures whereas, the 'Link English' (ibid) tries to refresh by bridging the gap between the courses of school and tertiary level. Thus, the combination of the syllabus is good enough to cover the whole aspects of language teaching.

In addition to the text books there are some materials referred by the university.

The prescribed books and materials for the first year of the tertiary level:

a. One of the following dictionaries:

- (i) *Cambridge International Dictionary of English*. Cambridge: C.U.P. 1995.
- (ii) *Longman Dictionary of Contemporary English*. 3rd edition. Harlow: Longman Group. 1995.
- (iii) *Oxford Advanced Learner's Dictionary*. 5th edition. Oxford: O.U.P. 1996.

- b. Swan, Michael. *Basic English Usage*. Oxford: Oxford University Press. 1984.
- c. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words*. (Intermediate). Teacher's Book. Cambridge: C. U. P. 1983.

- d. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words*, (Intermediate).
Test Book, C.U.P.
- e. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words*, (Intermediate).
Cassette (Drills), C.U.P. (ibid, P. 2-3).

These additional materials are really helpful to learn English if they are properly used. The university has prescribed books and materials for the second year of the Tertiary Level as well. The prescribed books for the second year are:

- a. Doff, Adrian, Christopher Jones, Keith Mitchell, *Meaning into Words* (Upper – Intermediate) Student's Book. Cambridge: Cambridge University Press, 1984.
- b. Doff, Adrian, Christopher Jones, Keith Mitchell. *Meaning into Words* (Workbook). Cambridge: Cambridge University Press.
- c. *The Heritage of Words*. Kathmandu, 1997

The prescribed books and materials for the second year of the tertiary level:

- a. One of the following dictionaries:
 - (i) *Cambridge International Dictionary of English*. Cambridge: C.U.P. 1995.
 - (ii) *Longman Dictionary of Contemporary English*. 3rd edition. Harlow: Longman Group. 1995.
 - (iii) *Oxford Advanced Learner's Dictionary*. 5th edition. Oxford: O.U.P. 1996.
- b. Swan, Michael. *Basic English Usage*. Oxford: Oxford University Press. 1984.
- c. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words* (Upper - Intermediate). Teacher's Book. Cambridge: C. U. P. 1984.
- d. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words*, (Upper - Intermediate). Test Book, C.U.P.
- e. Doff, Adrian, C. Jones, and K. Mitchell. *Meaning into Words*, (Upper - Intermediate). Cassette (Drills) C.U.P. (ibid, P. 3-4).

The syllabus of the second year is the complementary course for the syllabus of the first year. The syllabus for the second year is the series of the syllabus for the first year. Therefore, the Upper Intermediate level textbook, student's handbook, drill

cassette etc. have been applied from the series of the main text 'Meaning into Words' for the second year of the course.

2.9 Prior Learning and Attainment of the EFL Tertiary Level Students in the TU

All the students who join the tertiary levels are supposed to have completed the School Leaving Certificate (SLC) level of education, where English is taught as one of the general subjects and must pass to access to the tertiary level education. In schools, English language has been applied from Grade Four and at this level, students are supposed to be of nine years old. The EFL curriculum continues up to Grade Ten, which is the end of the school level teaching in Nepal and normally the students complete their school level education at the age of 16 to 17. The objectives of teaching English as a Foreign Language at the SLC) level in Nepal is to enable the students to read, write and speak in English. However, the curriculum 'concentrate on the development of communicative competency' (Rai et al., Forewords). Therefore, the students, who join the tertiary level education are supposed to be able to read, write and speak in English.

Tribhuvan University accepts the students for tertiary level without assessing candidates' prior attainment in English. "The purpose of assessing prior learning (APL) and assessing prior achievement (APA) is to enable people to obtain credit for competences they already have" (Walkins 1991, P.108). This sort of assessing prior competency would assist to form classes of homogeneous students so that the teachers would be informed about the EFL competency of a particular group and the teacher would organize his or her delivery system being student centred. In the absence of the prior attainment assessment, the classes in the tertiary level at Tribhuvan University have been heterogeneous and difficult to teach effectively. It would help the teachers to be student centered knowing competency of the particular group. The other advantage of assessing and forming groups of homogeneous students is that there is possibility to give higher standard of performance to the students group with higher level and the students would be more motivated in the class and achieve higher level of competency.

2.10 Pedagogy: The Curriculum into Practice at Tertiary Level in the TU

Pedagogy is the process of how the curriculum is brought into practice. There are different components to make up a curriculum but for the pedagogy the teachers and the students are more responsible than others. Whether various parties play different roles in education, the power of good teacher-student interaction is multiplied many times by good course design (Toohey 1999) as the teachers and the students are two of the responsible factors of quality education. On the one hand the teachers should be competent and eager to give quality teaching and on the other hand the students should be motivated to acquire the knowledge and skills.

Though the syllabus and its contents are well designed in the syllabus of tertiary level at Tribhuvan University, teaching and learning process has not been able to be effective. The EFL classes are packed with a huge number of students in average classes. The class rooms are not equipped with teaching materials. The teachers are not able to be student centered while teaching due to the huge number of students. The groups of students are heterogeneous as the classes are formed without assessment of students' prior attainment in English which makes it difficult for the teachers to use an appropriate standard of language. The teachers are loaded with many classes a day therefore there is very low possibility of practicing of assessing the students through assignment system.

Tribhuvan University does not practice any other methods of teaching EFL. The university does not acknowledge the definition of (Marsh 1997) curriculum as that is taught both inside and outside as directed by the school. Though this definition indicates that all kinds of activities in the classroom, playground and at home or community, comprise the curriculum, the university ignores the rest of the teaching methods accept lecture and note giving method.

The pedagogy plays the most significant role in the effectiveness of a curriculum. Though, people and institutions remote from the classroom may prescribe aims and objectives, syllabuses and forms of assessment, but they cannot confidently determine

the curriculum process (Mathews 1989). The power of good teacher-student interactions is multiplied many times by good course design (Mathews 1989). For this, the teaching should be student-centered and explorative rather than instructive. Though the syllabus is well designed with appropriately selected teaching components, it is the teacher's role to deliver the syllabus effectively. If the teachers are not competent or do not have positive intention to teach, the well designed syllabus will be useless. Similarly, the students also should have willingness to achieve the knowledge. Thus, the teacher-student relation plays a vital role in effectiveness of curriculum as teaching-learning process entirely depends between the teachers and students and the curriculum is brought to life (Toohey 1999).

In contrast, the teachers and students in the EFL classes at Tribhuvan University are in such a situation that they can not change the environment of the class rooms for a communicative environment as the students number in each class are uncontrollably huge and variation in the targeted language competency in the students. The unevenness in the curriculum components has forced the teachers and students to be exam oriented in the class which is opposite to acquisition of desired competence. In order to illustrate some of the pedagogical issues which arise at the tertiary level EFL curriculum in Tribhuvan University, please see section 3.3.1 in Methodology chapter.

A successful communication is the main goal of all language learners. Communicative competency does not depend on linguistic knowledge. For a language learner the functional ability of understanding and speaking is more important for communicative competence than reading and writing. The structured syllabuses for formal language learning can provide the basic language knowledge but communicative competence can be acquired only through exercise which can be achieved only through real human interaction. Hence, in a formal process of a second language learning the easiest access of communicative interaction is through the teachers and students language exercise.

A brain needs another brain to interact with (Schutz 2004) for an effective language learning process. Schutz (ibid) agrees with Krashen (1988) that language acquisition

is more effective rather than language learning for communicative competence. However, a good combination of methods can still provide a good language teaching design. Hence, Tribhuvan University should plan to manage classes with appropriate number of students and create an English speaking environment and improve the effectiveness of the EFL pedagogy at the tertiary level.

2.10.1 Language immersion is more effective than grammar translating method of teaching the targeted language

Language immersion takes place when a second language (L2) is taught in the medium of the targeted language (L2). Teaching a second language in a part or full of their new language creates a natural language environment helps in developing communication skills in the targeted language. Language immersion is more effective method of teaching to provide students oral communicative competency. Terrel (1977) finds that teaching through natural environment approach entirely devoting to communicative activities.

The tertiary level students in Tribhuvan University also have prior experience of learning English in their school for seven years and are supposed to have attained competence in general reading, writing and speaking in simple English (Rai et al. 2000). English, therefore, obviously is not a new language for them so that there may not be the case of silent period (Dulay et al. 1982) in the tertiary level students in the TU as with the first time learners. If the students have attained competency in oral communication to some extent prior to a particular course it will obviously be easier to create natural learning environment with the targeted language immersion and accelerate L2 acquisition rate.

Silence period is a particular situation in a second or a foreign language immersion process of learning in which the learners simply listen to the new language and do not speak if they are not forced to speak immediately, which may last from a few weeks to several months. The silence period occurs because of lack of knowledge or confidence in speaking in the targeted language. This comprehension period is helpful

to accelerate in communicative ability as soon as they get enough knowledge to speak in the targeted language (ibid).

Apparently, natural exposure to the new language triggers the subconscious acquisition of communication skills in that language (Dulay et al. 1982, P.14), where the importance is given to the idea being discussed. Unlike a formal L2 teaching environment focuses on the conscious acquisition of rules and forms for grammatical correctness.

A language is to speak than to do any other things with it therefore oral communication should get the main importance in learning a language. Learning a second a language involves mastering a skill in speaking, rather than simply absorbing a body of knowledge. Correct pronunciation plays a vital role in an effective oral communication. Grauberg (1997) rightly argues that weaknesses in pronunciation can significantly impair one's ability to communicate so that there is "a growing emphasis on oral communication" (Senior 2006, P. 79) throughout the world.

Lambert and Tucker (1972) suggest for a full immersion programme to help students for acquiring impressive amounts of the second language and performing satisfactorily in subject matter taught with. Therefore, the tertiary level students need language immersion rather than formal teaching for enabling them competent in speaking. This type of teaching provides language learners more opportunity to language input and also output of their knowledge in the targeted language as a result the learners achieve fluency in the targeted language quicker than in the environment of teaching the targeted language through the medium of learners first language. Therefore though Tribhuvan University applies Nepalese language as the medium of teaching for other subjects it is suggested that the university strictly practices English as medium of English language teaching. It will help the students to hear and speak more English and attain fluency in speaking English in a natural way.

The formal language teaching environment that the university has been practising focuses on the conscious acquisition of rules and forms. This method exposes to a list

of grammatical rules, words and their translations but remain fallow in speaking skills. It severely limits students' potentiality to communicate naturally and effectively. Although many adults like to have satisfaction seeing what they have learned (lists of words, structures, rules, etc.), its role in the development of communicative skills appears to be quite limited. (ibid) therefore it is the time to think for Tribhuvan University on applying natural approach of learning for providing the EFL learners an environment of language immersion.

The natural environment of teaching, where the focus is on communication, learners perform better than those in a formal environment, where focus is on the conscious acquisition of linguistic rules or the manipulation of linguistic forms (Lambert & Tucker (1972). It makes clear that teaching environment with language immersion is more important than teaching the targeted language for acquisition of oral communicative competence since language immersion provides efficacy of the natural environment for language acquisition. Therefore, the pedagogy of tertiary level in the TU should apply method of language immersion for teaching English as a foreign language rather than method of formal teaching of the targeted language (EFL) to enable the students acquire oral communicative competency in English.

2.11 Standardisation of the EFL Assessments at Tertiary Level in the TU

Development of the standard of examination helps making a curriculum effective. A standardised test is 'composed of empirically selected materials; has definite directions for administration; has data on reliability and validity; and has adequately determined reference groups (norms)' (Tittle & Miller 1976, P. 16). Importance should be given on analysing syllabus content; identifying competence; defining assessment specifications based on objectives; validity and reliability for maintaining a standard of test (Walklin 1991).

An assessment activity should aim to help pupils achieve the designed skill with the feedback by teachers, and by their students in assessing themselves and each other and ultimately modify the teaching and learning activities (Black et al 2003).

Standardisation of testing brings uniformity in examining the skills that all the students have achieved (Ward 1980). The TU applies the same syllabus, teaching method and duration of teaching in all the faculties at the tertiary level and aims to examine the performance of the students in all the faculties within the same components of the syllabus and test papers of similar standard. For this the university focuses on the consistency of the examination papers among different faculties.

Tribhuvan University organizes examination once a year in all the faculties at the tertiary level. If a foreign language examination takes place only once a year and in only written form it does not maintain reliability for standardisation. However, the EFL examination scheme of the TU well explains the designation of the question areas for the first and the second year of the tertiary level. It also well defines allocation of marks for the different types of questions.

The examination of ESL carries 100 marks in each year at the tertiary level. The weightage for the different components in the first year programme are roughly divided as follows:

Link Course - 15%

Core English - 50%

Extensive Reading and Writing - 35% (TU 1977a, P. 2).

Short and long answer questions, questions on comprehension and vocabulary, grammar and language use, composition, letter writing, note making, summary writing, filling in the gaps, rewriting sentences, etc. are used to assess students' achievement in their studies. Questions are set to test students' knowledge of the content of the textbooks as well as their communicative competence.

The assessment designation of the examination of the Paper – II is also similar to the Paper – I and in addition it evaluates the ability to use the linguistic tools and skills outside the prescribed textbooks. The only difference in the designations of evaluation in these two years are that in the first year the students will be tested from

within the book but in the Paper – II, the students are also tested from outside the prescribed texts as unseen passages are provided for comprehensive reading.

The contents of this paper are divided into two components: Core English and Extensive Reading and Writing. The core English focuses on grammar and language in context and it is the main part of the syllabus whereas, the extensive reading and writing help students to widen their knowledge on English.

The assessment for the second part of the course also takes place once a year at the end of the academic year and similarly it takes place only in written form as for the first year. This paper carries 100 marks. According to the PCL syllabus 1997, the weight for evaluation will roughly be divided as 'Core English - 60% and Extensive Reading and Writing - 40%' (P. 4).

Short and long answer questions, questions on comprehension and vocabulary, grammar and language use, composition, letter writing, essay writing, note making, summary writing, filling in the gaps, rewriting sentence, etc. are used to assess student's achievement in their studies. Questions are set to test students' knowledge on the content of the text books as well as their ability to use the linguistic tools and skill outside the prescribed textbooks.

As the TU has applied the same EFL curriculum in all the faculties; all of them should be examined maintaining the same standard of the test. The examination question paper of the first year of the Humanities faculty in 2005 is of different standard from the first year of the Management and the first year of Education faculties. For example, the question paper of the Humanities faculty has been missing the question of comprehensive passage reading that carries 10 marks in the question paper of the Management and the Education faculties. It means the students of the Humanities faculty have not been tested with their comprehensive reading skill. This sort of imbalance in testing scheme brings imbalance in results and its validity as well.

The appropriateness of the validity of an assessment scheme depends on the extent to which it measures what it is supposed to measure or what it ought to measure. An obvious form of validity of the assessments falls in the relationship between the assessment and the syllabus to which it relates. Therefore, the assessment criterion should cover the whole syllabus with appropriate weighting scheme for different aspects of the course for the validity of the test (Ward 1980). Viewing this idea, the assessment criterion of the Education and Management faculties are valid as the test papers cover the whole area of the syllabus and the standard of the questions are quite similar whereas the test paper for Humanities faculty has been missing the comprehensive reading question therefore this test paper is not testing the comprehensive reading skill of the students. Therefore, the Tribuvan University should be clearer about the validity of the test to maintain the standard of the assessment system for improving the effectiveness of tertiary level EFL curriculum.

The reliability of an assessment depends on the consistency of its measurement. The students' achievement must be checked time to time for measuring their acquisition reliably. Tribhuvan University tests the attainment of the tertiary level students only once a year and in a single day within a period of three hours therefore there raises a question of reliability of the test. It is because the student could not be well at the time of the examination and fail the exam but if the student was tested in various time of the year, it would be possible to test her/him reliably. Therefore, the university should consider on organizing assessment system various times consistently for reliability as it is important to all the users of an assessment, because if the assessment is not reliable its results cannot be used with confidence (ibid). Hence, it is suggested that Tribhuvan University should take prompt action to improve reliability of the examination for standardisation of the test.

2.12 Achievement

Broadly speaking, achievement is the objective of the curriculum. Therefore, the curriculum effectiveness can be measured through the achievement. No doubt that the university has invested a huge finance and manpower on teaching English language

and similarly the students have spent their energy and time and the parents are always concerned about their children's education. By teaching and learning, all of them have a common goal that is for acquiring English for academic and communicative purpose.

One of the ways to know if they have achieved their goal is to check the annual result. The results of the academic performance of the university, in the Proficiency Certificate Level of three faculties, namely Arts, Management and Education are very poor. The statistic shows that in average less than thirty per cent of the students pass the exam. It means more than seventy per cent of the students fail the exam of English as a second or a foreign language.

Table 2.2 and also Figure 2.1 below show the result in English language in the Tertiary Level, Year I and II in the faculty of Humanities and Social Science from academic year 1999 to 2001.

Table 2.2 The Annual Examination Results of Humanities and Social Sciences Faculty from 1999 to 2001

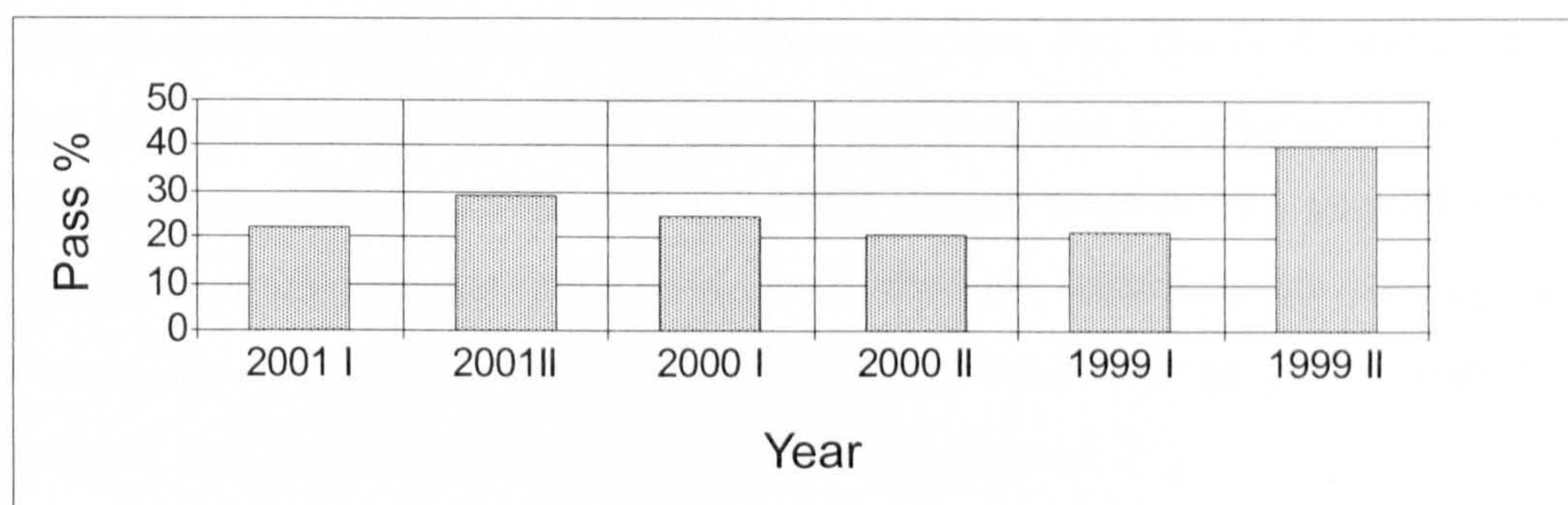
SN	Year	Part	Student No.	Pass	Fail	Absent	Pass %
1	2001	I	62722	14007	41073	7416	22.33
2	2001	II	45288	13199	26159	5708	29.14
3	2000	I	55381	13757	37429	3826	24.84
4	2000	II	32954	6945	22755	3062	21.07
5	1999	I	45152	9716	31441	3902	21.51
6	1999	II	36985	14973	17264	4676	40.48

Source: Office of the Examination Controller, Tribhuvan University, 1999 – 2001.

The Humanities and Social Sciences is the faculty with the largest student number. As the assessment takes place once a year in the written form, the university has no

alternative to measure of the students' achievement. Therefore, the annual results are the basic measure of the achievement of the students. The table shows that the highest pass rate is 40.5% and the lowest pass rate is 21%. The average success rate is 26.5%. This result is too low indeed. The results of six different years can be compared in a bar chart for a clearer picture.

Figure 2.1 Success Rates of the Students in the Annual Examination (1999-2001)



Source: TU Results 1999-2001

The results here show that the best result among those three years from 1999 to 2001 was the second year of year 1999 in which 40.48% of pupils have passed the exam and the worst result is from the second year students of academic year 2000 which is just 21.07 % passed the test. The average result in percentage of these six examinations is 26.57% pass, which is too low to say that it is the result of the country's first, biggest and leading university. Similar type of results appears in the faculties of Management and Education as well. Therefore, there is no place to take minimum satisfaction from the outcome of the curriculum of the three faculties in Tribhuvan University.

2.13 Summarizing the EFL Curriculum of the Tertiary Level in the TU

The literature of the EFL curriculum in Tribhuvan University makes clear that the University has been applying British English right from the beginning of its establishment. The culture of teaching British English started with the family school of the Prime-minister Junga Bahadur Rana. However, at present, the role of English

as a second or a foreign language for Nepalese people is as a *lingua franca*, a language for international communication and to make a link between mankind and the latest development in all the fields of education and modernization.

Tribhuvan University has applied English language as a general subject in all the faculties whether it is Humanities and Social Sciences, Engineering, Science or Medicine. All the disciplines have different reasons of learning English. The English medical students needed is different from the one that the Humanities students. Similarly, the students of Forestry need different language knowledge from the one of students of Engineering. Since the university applies English as a general subject in all the disciplines it seems that the university does not have a certain language policy as what type of English to teach to which levels and faculties: general or core, ESP or literature, and also the linguistic skills on different levels.

Thus, the research comes to the conclusion that the main cause of the failure in Compulsory English is the lack of the skill of handling the English language in students. Since they do not have the required level of skill, they are unable to express their knowledge and information in exact words and sentence structures. Because of this inability to express themselves they simply aim at passing the examination and not at learning. The present state of English language teaching (ELT) at university level is far from satisfactory, indeed appalling in a sizable number of cases (Jha 1993).

Table 2.2 and Figure 2.1 present very low (29%) average success rate in the academic results of the EFL curriculum of the Humanities and Social Sciences faculty. These data makes clear that the tertiary level EFL curriculum in Tribhuvan University has not been effective. Therefore, a deep research is necessary to evaluate the present tertiary level EFL curriculum in the university.

The tertiary level EFL curriculum in Tribhuvan University show that the curriculum components are mismatched and the pedagogy in the class rooms are far from satisfactory. Though the syllabus and the contents are perfectly prepared, the methods

of teaching and assessment systems applied there are not appropriate. The extraordinarily huge student number in a class, the teachers with heavily loaded work but without adequate training are the drawbacks of the tertiary level EFL curriculum in Tribhuvan University.

Thus, it is obvious that the EFL curriculum in the Tribhuvan University is not very effective as a huge number of students fail every year and the passed ones also do not have oral communicative competence. Now issues raise about the effectiveness of the tertiary level students attainment in oral communication in English; about an appropriate methods of teaching for an effective curriculum; about theory or theories that Tribhuvan University applies to develop the effectiveness of the English as a second or a foreign language curriculum at the tertiary level. Since these are serious issues, a deep study on the theory of a second language learning is essential to find out solutions to these queries.

2.14 Theories and Second Language Acquisition

A theory is an attempt to make sense of some aspects of the world (Macaro 2003) and it is possible as Mc Laughlin (1987) says by interpreting, criticising and unifying the established generalization. A theory, therefore, is an attempt to arrive at a logical and coherent set of propositions, based on empirical evidence, which best explains a recognizable phenomenon.

To make sense of the proposed research, it will be imperative to consider the following two most fundamental questions: a. Through what processes do learners learn a second language? b. How can a curriculum best enable and support those processes?

Macaro (2003) gives importance to how teachers can best enable learners to acquire a second language, but it is not only teachers but every component of the curriculum that effects on acquiring knowledge. For example, only the teachers or the educational materials are not enough for teaching, rather it is important that all the

curricular components including assignment, assessment and even the extracurricular activities should be well functioning to provide the pupils best possible skills.

Research is inseparable from theory but may vary according to the nature of a particular research, which depends on the area and the goals of the research. As the main goal of this research is to find out the effectiveness of learning English as a second language for communicative purpose amongst the tertiary level students in Tribhuvan University, it is significant to find out through what processes particularly Nepalese learners can effectively learn English. When this is found out it also will be significantly helpful to find the best possible learning processes or environment which could be provided to the students to learn English as a second language (L2) in the university.

The generation of theories of how learners acquire a second language (Macaro 2003) will support to answer the first question. As the second question belongs to the research evidence on which approaches do language teaching appear to be the most promising in delivering learning in the classroom; this question will be answered with the help of research evidence. The proposed research will endeavour to find the means for not only facilitating the classroom teaching but also for the best possible teaching-learning environment so that the students will be able to acquire adequate communicative competence in English as a second language.

2.14.1 The impact of research theories on this research

The first function of the theory in this proposed research will be as Mc Laughlin (1987) argues both to understand the known facts and laws and a conjecture about the relationships among the phenomena of the acquisition of English language among the Nepalese people in Tribhuvan University.

The second function of a theory is transformation (ibid). The theory applied in this proposed research also will transform the existing relationship between laws and facts

in the ESL learning environment among the pupils of Tribhuvan University if necessary and that is enabling to use the empirical data to draw conclusions.

As the third function of a theory is prediction (ibid), a ground for prediction will be provided as 'hypotheses spring by generating new hypothetical laws to be put to empirical test' (ibid). The theory will test all the emerging hypotheses empirically to give a new meaning to the ESL acquisition experience among the students of the targeted group.

A good theory is pliant as it allows its generalizations or laws to be modified to fit date unforeseen in their formulations, and it is heuristic as the theory itself provides a way of finding new and more powerful generalizations (McLaughlin 1987) in addition to being a way of interpreting, criticizing, and unifying established generalizations. These characteristics of a good theory are especially important in considering how theory operates. But it is still considered that no theory is scientific and no theory is the ultimate truth.

Reynolds (1971) distinguishes two approaches to theory building: the theory-then-research approach and the research-then-theory approach. There are advantages and disadvantages in both the theory-then-research and research-then-theory orientations. No research is entirely a-theoretical but some research may be more theory-driven than other research according to the nature of the study. This study also will make a fundamental base to a theory then will develop further.

2.14.2 Significance of the Theory-then-Research Approach

The starting point of the theory-then-research approach is building an explicit theory so that this approach aims at invention of a theory using hunches and relevant research. The theory is presented in such a way that it may be falsifiable. Kuhn (1970) favours the theory-then-research strategy since ordinary scientific activity thrives on theory confirmation-solving puzzles within the existing paradigm. The significance of the theory relies on its ability to cover the researched areas and also to

predict on the researchable ones. The prediction provides opportunity for testing the theory. Testing and amending the theory is a continuous process that never ends (Popper1976). The research may or may not confirm the prediction. Therefore, if the prediction is disconfirmed then the theory can be modified or abandoned.

The theory-then-research approach (Ellis 1985) involves five stages from develop an explicit theory; deriving a testable prediction from the theory; conducting research to test the prediction; modifying or abandoning the theory if the prediction is disconfirmed; and testing a new prediction if the first prediction is confirmed.

Though the research-then-theory approach is closer to the evidence at hand, and it makes only limited claims as there is less investment in a theoretical point of view such an approach may be too limited and lacks the heuristic power of a more developed theoretical approach (ibid).

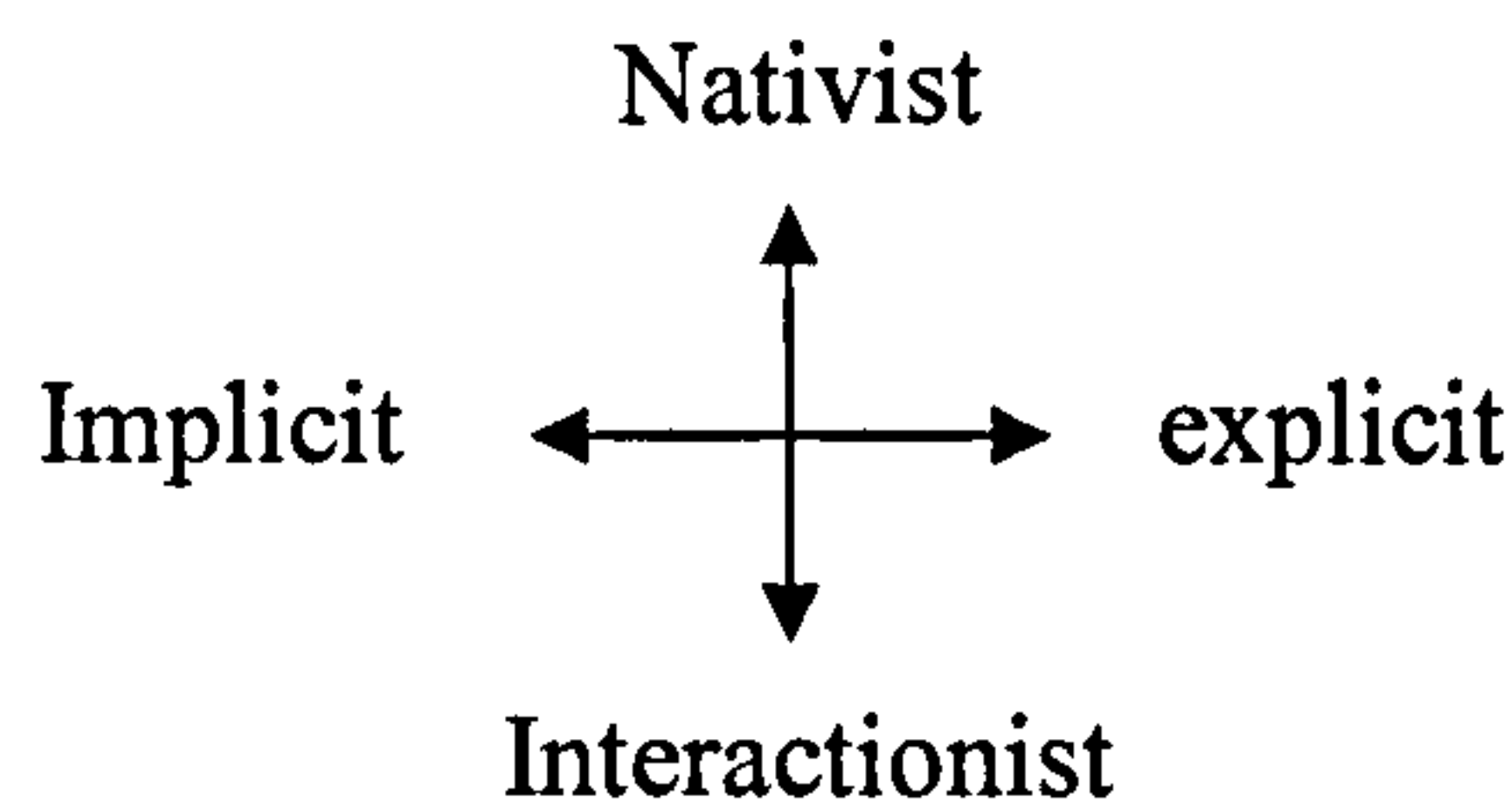
Therefore this proposed research will be developed through theory-then-research approach developing a theory using hunches and relevant research. The theory will constitute what Popper (1976) calls dogmatic thinking. The strength of the theory rests both in its ability to cover what is already known about the phenomenon under investigation and also to predict what will be observed in future. The process of testing and amending the theory is a continuous one that as Popper views, never ends.

The knowledge gained on the pedagogy and the data of the tertiary level EFL academic results from the pilot research will be taken into account as already known facts in this research. Then the research goes further with theory development, prediction and hunches of hypotheses.

2.15 Underpinning Theories of Second Language Acquisition

Generally, theories of second-language acquisition (SLA) can be viewed in two axes, which is also known as the four-way stretch of SLA:

Figure 2.2 The Four Ways Stretch of a Second Language Acquisition Theory



Source: Macaro, E. (2003)

The horizontal axis represents the polarization between implicit and explicit language input, conscious and subconscious mental activity, acquisition and learning, natural versus artificial teaching methods.

The vertical axis defines how the human brain has developed and how language input is processed; whether language acquisition is something quite special in humans, something we are born with, or whether it is merely a highly specialized form of knowledge just like any other knowledge; whether the language-learning environment can have much of an effect on the rate and final achievement of the learning, and how the environment interacts with innate faculties (Macro 2003).

This proposed research will be carried forward with assumptions that explicit and interactionist theories of learning are not sufficient to acquire fundamental communicative competence in a second language rather nativist and implicit input environment are more significant for acquisition of a second language for communicative competence.

However, there are number of theories developed on second language acquisition. Schumann (1979) says that there have been too many models built in second language learning and taken for granted too soon. Ellis (1985) comments that there has been enough exercises on theorizing about a second language acquisition. The relevant theories to this research on a second language acquisition are discussed below:

2.15.1 The acculturation model

Acculturation model as Brown (1980a) defines is the process of becoming adapted to a new culture. This model accepts a second language acquisition as one of the aspects of acculturation. The model will be quite helpful for this research since the data will be collected from experience of speaking of those Nepalese people who have been residing in the UK after learning English in Nepal. But only this model is not enough to describe when and how the Nepalese students acquire English as a second language.

Second language acquisition through acculturation is determined by the degree of social and psychological distance between the learner and the target language culture (Schumann, 1978c). Learning a second language in a natural order is more effective than learning in a classroom. The context in which the learners understand or convey messages will be significantly more effective than rehearsal of meaning drills (Cummins 1986). Therefore, acculturation is a significant way of acquiring a second language as the learners get an opportunity to understand the language used in a natural order which is not available in a language class. It tends to show that providing an English speaking environment in the pedagogy of tertiary level of Tribhuvan University would help students get a kind of experience of acculturation like environment and find themselves speaking English in a natural order. The study on acculturation model, therefore, is liable to be supportive to find out the effectiveness at acquiring English as a second language for the Nepalese people.

2.15.2 Accommodation theory

Giles and Byrne (1982) coin the Accommodation theory and apply for researching into the inter group uses of language in multilingual communities such as Britain. This theory shares certain premises with the Acculturation model, but it also differs from it in a number of significant ways as it concerns mainly to successful language acquisition.

The Acculturation and the Accommodation theories have some similarities. Both of the theories seek the answer in the relationships that hold between the learner's social group and the target language community, whereas the difference between them is that the Accommodation theory concerns to account for successful language acquisition but not to account for the developmental sequence. This theory does not explain assembly mechanisms that the Acculturation theory does.

The aim of this research is to find an effective process of acquisition of English as a second language for the tertiary level students in Tribhuvan University. Therefore, this research deeply concerns the developmental sequence of acquiring the target language. It explain how and when Nepalese people can effectively acquire the targeted second language so that the Accommodation theory will be helpful in to some extent though not enough to cover this proposed research area.

2.15.3 Emergence of the monitor model

The monitor model is probably the most comprehensive of existing SLA theories. Though Ellis (1985) comments that the theory is seriously flawed in a number of respects, particularly, in its treatment of language-learner variability; it has been regarded as the most ambitious theory of the second language learning process. Its series of publications have proved the model to be a general theory therefore there lays a possibility to be the most appropriate theory for this proposed research. This model begins with a number of assumptions, from which hypotheses are derived and at the same time it makes reference to a number of other factors which influence SLA that relate to the following five central hypotheses:

2.15.3.1 *The acquisition - learning hypothesis*

Krashen and Terrel (1983) opine that adults have two distinctive ways of developing competence in second languages. They are acquisition, that is, by using language for real communication and learning, that is knowledge about language. Hence, it is clear

that acquisition is an informal way of gaining knowledge and learning is a formal way.

Acquisition occurs subconsciously as a result of participation in natural communication where the focus is on meaning whereas learning occurs as a result of conscious study of the formal properties of the language. Krashen (1985) argues that acquisition is a subconscious process through meaningful interaction in a natural communication setting whereas learning is a conscious process and results in knowing about language like grammar.

Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning, which is the product of real interactions between people where the learner is an active participant (Schutz 2004). In this sense, acquisition of a second language for adults is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge. Acquisition assists the learners to develop familiarity with the phonetic characteristics of the targeted second or a foreign language as well as its structure and vocabulary and it is responsible for oral skill. Thus, acquisition approach praises the communicative act and develops self-confidence in the learner (ibid).

The concept of language learning is linked to the traditional approach to the study of languages and today it is still generally practiced in high schools worldwide. Teaching and learning are technical and governed by a formal instructional plan with a predetermined syllabus (Schutz 2004). He further explains that the expression of language learning includes two clearly distinct, though rarely understood, concepts. One concept involves receiving information about the language, transforming it into knowledge through intellectual effort and storing it through memorization whereas the other involves developing the skill of interacting with foreigners to understand them and speak their language. The first concept is called language learning, while the other is regarded as language acquisition (ibid).

Therefore, it can be concluded that receiving knowledge on a language through intellectual effort is language learning and receiving skills by assimilating with foreigners to understand them and speak their language is language acquisition. Hence, in the case of this proposed study, learning English formally in Tribhuvan University is a process of language learning and those students coming to the United Kingdom and achieving communicative skill by interacting with the native speakers is language acquisition.

The acquisition-learning has been formulated in order to confirm a specific goal, that the successful SLA is the result of acquisition (James 1980). However, McLaughlin (1978b) considers the Monitor model as unreliable, because the acquisition-learning distinction is defined in terms of subconscious and conscious processes, which are not open for inspection.

Though Krashen (1985) and Cook (1993) find acquisition and learning totally different items and learning can not turn into acquisition, both of the terms deeply relate to each other. When a learnt knowledge is practiced then the practitioner comes to be competent on it; hence, the learnt knowledge comes to be acquired consciously or unconsciously. Therefore, I rather agree with McLaughlin (1987) using both of the terms interchangeably as synonymous and view that the learners need opportunity for practicing their learnt competence in a natural setting with natives to change the learnt knowledge into acquired knowledge and acquired knowledge to make more fluent.

Krashen (1982) claims that acquisition and learning are entirely separate, and that learnt knowledge can not turn into acquired knowledge, which he refers as the non-interface position. But, McLaughlin (1978b), Rivers (1980), Sharwood-Smith (1981), and Gregg (1984) argue that when learnt knowledge is automatized through practice it becomes acquired knowledge i.e. available for use in spontaneous conversation since output is the outcome of the whole knowledge whether it is from any means of learning. People do not try to distinguish the means of learning while speaking in a spontaneous flow rather one goes using the acquired and learnt knowledge

simultaneously or blending together and correcting as far as possible and gradually get competence in speaking a proper language.

On Monitoring process Krashen (1982) further argues that learnt knowledge comes into play through the monitoring of speech as monitoring provides a conscious check on what the speaker is saying. Learnt knowledge can monitor this speech production before or after actual output. If a learner use his or her acquired knowledge to say 'He is going' can check against their learnt knowledge whether the word 'he' is the appropriate pronoun; whether the present continuous is the appropriate tense; whether 'is' should agree with 'he' and so on. Monitoring uses learnt knowledge as a quality check on speech originating from acquired knowledge. It takes place before we speak or write or after and corrects oneself.

Though Cook (1993) agrees with Krashen's (1985) firm belief that learnt knowledge can never be converted into acquired knowledge; learning a rule for the past tense consciously never allows one to develop an unconscious ability to use the past tense. I agree with the idea of Krashen and Cook that that learnt knowledge and acquired knowledge are of course gained through different process but argue that when the learnt knowledge is practiced regularly for a long time then it automatically develops into acquired knowledge so that they can be used synonymously or interchangeably.

2.15.3.2 *Monitor hypothesis*

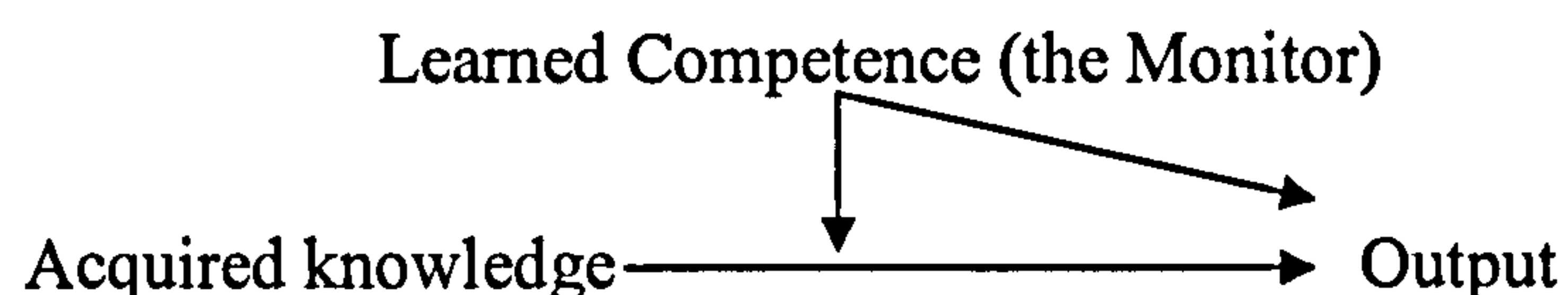
Krashen's Monitor model theory evolved in the late 1970s. The model has enjoyed considerable prominence in SLA research (Ellis 1985). The hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar (Schutz 2005). However, the role of conscious learning is somewhat limited in a second language performance.

According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviation from normal speech and to give speech a more polished

appearance (Schutz 2005) but it should depend differently on different individual learners.

The Monitor is the device that learners use to edit their language performance. It utilizes learnt knowledge by acting upon and modifying utterances generated from acquired knowledge. This can occur either before or after the utterances. Krashen argues that Monitoring has an extremely limited function in language performance, even where adults are concerned. Though it is an extremely limited function it helps in a great deal to speak correct and standard language by editing the acquired competence with the help of learned competence:

Figure 2.3 A Model of Adult Second Language Performance



Source: Krashen and Terrell (1983)

This figure shows that learned competence monitors acquired competence during the process of output. If the output is monitored by correcting the communication then the learned knowledge definitely helps to produce better communicative competence.

Krashen and Terrell (1983) opine that conscious learning can only be used as a Monitor or an editor. For Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the monitor or the editor. The monitor acts in planning, editing and correcting function when three specific conditions are met: that is, the second language learners have sufficient time at their disposal, they focus on form or think about correctness, and they know the rule (Schutz 2005).

Though I agree with the idea of the Monitor hypothesis of Krashen and Terrell (1983) that the learned knowledge monitors the acquired knowledge, I do not agree that only the learned knowledge monitors the acquired knowledge in the process of output. I

rather believe that acquired knowledge monitors the learned knowledge when it is a case of pronunciation. Pronunciation learned from a non-native teacher in a non-native country cannot always be a correct pronunciation. When a person acculturates in a society of the targeted language s/he can acquire correct pronunciation. When one acquires correct pronunciation s/he definitely monitors his/her wrong pronunciation by attained by learning. As a result the speaker improves the effectiveness in communication.

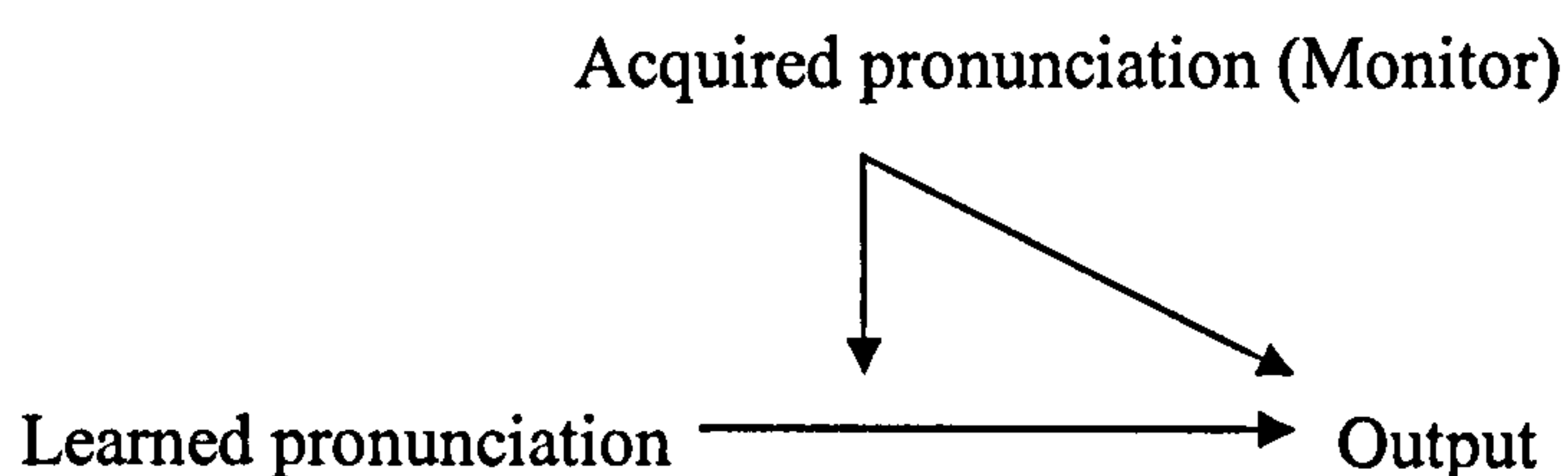
Krashen's monitor hypothesis defines on monitoring grammar in the speech it does not mention anything on monitoring pronunciation which is very important in acquisition of oral communicative competence. Therefore, there is a gap in the monitoring model of Krashen (1970) in a second language performance of adults.

When it is a case of English language, successful communication depends on pronunciation. Therefore, my argument is that acquired knowledge which is gained through the interaction with the native speakers of the targeted language also can monitor the learned knowledge when it is a case of pronunciation especially if the targeted foreign language is learned in a non-native country. If the language is learned in a non-native country through non-native teachers then there is a rare chance of learning correct pronunciation. The pronunciation of the receiver can be influenced by various impacts such as the learners' first language, teachers' first language or his/her language learning ability on the targeted language.

For example, Nepalese students, who have learned English as a foreign language in Nepal, which is a non-native country and taught English by Nepalese teachers of English, who do not have a proper English accent, can hardly learn any correct pronunciation though have learned correct grammar. Rather, the oral English the learner gets influenced by different factors as Krashen (1985) mentions in his Affective filter hypothesis. If such students arrive in the United Kingdom there is more chance that they may not understand the native speakers due to their accent in their speech. As they gradually start acquiring oral skill through interactions with the natives, they begin monitoring their knowledge on pronunciation as well for effective

communication. Thus, the acquired knowledge also monitors and edits the learned knowledge which is just opposite to Krashen and Terrel's (1983) hypothesis of learned language monitors acquired knowledge. Therefore, monitoring process is reciprocal as the learned knowledge and acquired knowledge can monitor each other in different situations. Therefore, in this study the monitoring process on pronunciation also will be given a special attention. For taking this study ahead on this new approach of the Monitor model hypothesis a diagram can be developed as follows:

Figure 2.4 A New Model on Adult Second Language Performance



This diagram shows that acquired pronunciation monitoring learned pronunciation in the process of adult learners' oral communicative performance in a second language. This model of monitoring process in a second language performance plays a significant role as a complimentary model to fulfill the gap in the monitor model of Krashen (1970) and Krashen and Terrell (1983).

2.15.3.3 *The input hypothesis*

The Input hypothesis is Krashen's attempt to explain how learners acquire a second language. In other words, this hypothesis explains how second language acquisition takes place. According to this hypothesis, the learner improves and progresses along with the natural order when he/she receives second language input that is one step beyond his/her current stage of linguistic competence. Humans acquire language by receiving comprehensible input (Krashen 1985a).

Cummins (1986) argues that language proficiency is developed through language use embedded in meaningful contexts. Language learners need to have for both receptive and productive uses of the target languages. In other words language proficiency is not developed through input alone. Opportunities for language output in situations that cause learners to push the limits of their linguistic resources are important. But in the pedagogy of Tribhuvan University there is no opportunity of language output because of the massive student numbers in a class. Neither the students get opportunity to speak to their teachers nor the teachers can handle any oral skill classes for all the students. Therefore, the students are bound to learn English language only through receptive use but not productive use which can not be helpful to acquire oral competence in the targeted language.

Natural communicative input is the key to designing a syllabus, ensuring in this way that each learner receives some $i + 1$ input that is appropriate for his/her current stage of linguistic competence (Schutz 2005). Thus, input hypothesis is about acquisition that takes place as a result of understanding input that is a little beyond the current level of his competence. But this hypothesis does not cover output of the learning process and without evaluating output it is not possible to evaluate how far one has acquired the targeted language therefore, this hypothesis on its own is not sufficient to illustrate acquisition process.

2.15.3.4 The affective filter hypothesis

The affective filter hypothesis deals with how affective factors relate to the SLA, and covers the ground of the Acculturation model. Krashen incorporates the notion of the Affective Filter as proposed by Dulay and Burt (1977) as the filter controls how much input the learner comes into contact with, and how much input is converted into intake. It is affective because the factors which determine its strength have to do with the learner's motivation, self-confidence or anxiety stage.

The Affective Filter hypothesis embodies Krashen's (1985) view that a number of affective variables play a facilitative, but non-causal, role in second language

acquisition. These variables include: motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

Acquisition is a subconscious process identical in all important ways to the process children utilize in acquiring their first language and learning is a conscious process that results in knowing about language (Krashen 1970). He believes that acquisition comes about through meaningful interaction in a natural communication setting. Speakers are not concerned with form, but with meaning; nor are there explicit concern with error detection and correction. He finds this contrasting with the language learning situation in which error detection and correction are central, as is typically the case in classroom settings, where formal rules and feedback provide the basis for language instruction.

Krashen (1985) distinguishes the processes of acquiring and learning a second language. The process of L2 acquisition uses the language faculty, essentially the same unconscious way as first language acquisition; it leads to the ability to use the L2.

Krashen accepts that things other than comprehensible input can lead to language knowledge of a kind; but he denies that the form such knowledge takes is capable of being the basis for normal use of language. He believes that if one learns the set of English pronouns by heart or consciously understands the various meanings of English tenses, he indeed knows something about English. Krashen still opines that learnt knowledge cannot be used to express something that one actually wants to say. But in my vision, generally no speaker cares whether he is using his learnt knowledge or acquired knowledge while speaking in a natural order rather knowledge from both types of knowledge mix up and form an appropriate output as far as possible with the competence of the speaker in a certain subject and situation.

Krashen's (1985a), idea of learning a rule for the past tense consciously never allows one to develop an unconscious/subconscious ability to use the past tense in speech is not logical since if one knows why and how to use past tense by learning he will definitely be using this knowledge while communicating about the past events intentionally or unintentionally. Moreover, if a learnt knowledge is never used by the learner in his/her speech as Krashen argues, then getting a formal education in a school or university does not make any sense.

In fact, learning an L2 in a formal way helps a learner learn grammatical and formal language. On the other hand knowledge from acquisition makes the learner more fluent. Thus, to get competence in communicating accurately and grammatically correctly one must have opportunity to learn language formally and expose in a native speaking society.

2.16 Dimension of Theory

There are two different dimensions of theory. They are inductive and deductive dimensions. By nature, inductive approaches tend to offer more cautious and descriptive accounts, whereas deductive approaches tend to provide more general causal statements.

The inductive approach progresses from the accumulation of sets of facts and sets of laws to theory. Rather than beginning from sets of premises or axioms that are assumed to be true, the inductive approach is tightly empirically based. There is no jump to theoretical statements Mc Laughlin (1987) until a large number of empirical relationships have been established.

The deductive approach characterizes formal theories in which the concepts of the theory are related to each other in a set of propositions that are assumed to be true without proof. These constitute the axioms as few as possible, so that the theory is simple and parsimonious (Mc Laughlin 1987). Cohen and Manion (1994) view that

this approach is better than any other approach as it is scientific, allows the use of standardized data collection procedures and leads to generalization of findings.

Both approaches theorize the research and both aim at explanation: inductive approaches tend to offer more cautious and descriptive accounts, whereas deductive approaches tend to provide more general causal statements (Mc Laughlin 1987). In the inductive approach, hypotheses come from the investigator's best hunch about a new relationship, given certain empirical facts. The theory, in this approach, guides the investigator, with the tightly and logically formulated hypotheses. Therefore, I will be avoiding the deductive approach and applying inductive approach in this research formulating logical hypotheses.

2.16.1 Accumulating hypotheses for the research

This research project develops through the theory-then-research approach. One of the advantages of theory-then-research approach is that it provides testable hypotheses which may be confirmed or disconfirmed by the research as a good theory is heuristic by nature. The theory-then-research approach has provided the following hypotheses to be tested which are tightly formulated with the best hunches:

- i. Acculturation plays a significant role for acquiring competence in oral English (targeted second language) in Nepalese pupils.
- ii. As learned knowledge monitors the acquired knowledge, the acquired knowledge also monitors the 'learned knowledge' when it is a case of pronunciation in adult learners' oral language performance.

2.17 Conclusion

The role of theory in this proposed research will be as Ellis (1985) says a search for an appropriate level of description for the learner's system of rules as the main goal of a theory of the SLA is description. Hence, the theory in this research will endeavour

to describe the process of learning as Rutherford (1982) opines as it is to know what it is that is acquired, how it is acquired and when it is acquired.

Research is inseparable from a theory. According to the nature of the research a theory can be more or less systematic. A research may not always follow an established theory in the same way as Mc Laughlin (1987) argues that in the initial phase of a discipline's development, research is often guided by a proto-theory. However, it will be endeavoured to imply the monitor theory to develop this research.

This type of theory driven approach may have some disadvantages as Greenwald et al. (1986) point out as confirmation bias. However, this strategy serves as heuristic assuming that the generated testable hypotheses may be confirmed or disconfirmed.

The Monitor theory will be controlling the study researching how the Nepalese students are trying to improve their own acquired knowledge in the UK by correcting with the learnt competence in Nepal. At the same time, the research will be trying to find out the effectiveness of acculturation in acquiring a second language and its relation to the Monitor Model. The inductive approach will be playing a vital role to develop the research by inducing the emerging various hypotheses. Thus, the theory constructed in this research will function in three natural ways by helping to predict hypotheses; helping to understand the L2 acquisition phenomena among Nepalese people; transforming the laws of learning if necessary.

The discussion on theories of a second language acquisition finds out the following fundamental theoretical aspects for the proposed research. Firstly, it has provided two basic questions to develop a research theory: Through what processes do learners learn a second language?; and 'How can a curriculum best enable and support those processes? Secondly it has helped to coin hypotheses: Acculturation plays a significant role in acquiring oral communicative competence in English (targeted second language) in Nepalese pupils and the second hypothesis, as Krashen's (1970) Monitoring model hypothesis can be used not only to monitor the acquired knowledge by learned knowledge but also the learned knowledge by acquired knowledge as well

in the case of pronunciation in the process of adult second language performance. However, this hypothesis will be tested through lived experience of the focus group. Thirdly, the Acculturation model of Krashen (1970), has been found to be the most appropriate theory for this research. Finally, the theory-then-research approach and the inductive dimension have been selected to be applied as the unstructured interview process of data collection is expected to produce expected and unexpected data while carrying the research forward.

CHAPTER 3

RESEARCH DESIGN: METHODOLOGY AND METHODS

3.1 A Brief Introduction to Methodology

Methodology (Schwandt 2001) is a theory of how inquiry should proceed. It involves principles, and procedures in a particular approach to inquiry and analysis of assumptions. A methodology defines and explains the problems that will be investigated, and emerging hypotheses that will be tested. Further, a methodology gives direction to generate data and select the most appropriate ones from them and in addition it gives appropriate means of generating new data. Methodology assists to choose right method for analyzing the collected data. It also gives the ways of making logic linking problem-data, generation-analysis and argument. Thus, research methodology explicates research problems, hypotheses, research ethics, methods of data collection and data analysis then finally helps to make arguments.

3.2 Phenomenology as Methodology

Phenomenology gives importance on conscious experience of everyday life (the life – world) – a description of things (the essential structures of consciousness) as one experiences by hearing, seeing, believing, remembering, deciding, feeling, judging, evaluating, and different types of experiences of bodily action. Such phenomenological descriptions are possible if it is turned from things to their meaning, which can be accomplished only by certain phenomenological reduction by bracketing or suspending the known fact what Husserl (1970b) calls the natural attitude.

Phenomenology (Cohen & Manion 1994) broadly means the study of direct experience taken at face value and seeing behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality.

The everyday world or the life world is the intersubjective world of human experience and social action; it is the world of common sense knowledge of everyday life (Schwandt 2001). It is constituted by the thoughts and acts of individuals and the social expressions of those thoughts and acts for example, Laws and Institutions. The life-world and its phenomena are regarded as the primary object for study by the human sciences. The structures of experience, principles and concepts that give a form and a meaning to the life-world are the project of phenomenology. It is the study of immediate experience pre-reflectively.

This methodology provides a wide choice of wholistic or specific type research area. The proposed study aims to research a specific area of curriculum that is 'oral skill in English as a Second Language (ESL), in a specific level that is tertiary and in a specific place that is Tribhuvan University. Hence, phenomenology has been found as the most ideal methodology for this proposed research.

3.2.1 Types of Phenomenology

Phenomenology is a multifaceted complex philosophy (Schwandt 2001) as there are seven different movements or traditions in phenomenology. Though all of them are phenomenological movements and have got similarity in some ways, they have got some distinct characteristics from each other according to their nature. The proposed research also will take ideas from all the relevant traditions of the phenomenological research but will focus in the most appropriate one. Therefore, this research also will definitely show mixed up characteristics though be directed by existentialist phenomenology.

3.2.2 Emergence of the Existentialist phenomenology

Existentialist phenomenology is oriented toward describing the experience of everyday life as it is internalized in the subjective consciousness of individuals (Alfred Schutz 1970). It is an 'attempt to recover a fresh perception of existence, one unprejudiced by acculturation' (Sadler 1969). Therefore, the existential

phenomenology is the most appropriate methodology to apply for the proposed study which aims to research on immediate experience of Nepalese students learning English as a second language in Tribhuvan University and speaking with the natives in the UK. This research therefore will focus on such phenomenological aspects as the lifeworld, lived experience, lived meaning, being of the Nepalese students in the UK to make essence of their experience of learning English in a non-native country (Nepal) and speaking with the natives in the UK. The research will highlight Nepalese students' experience of acquiring English by acculturating in the English society but will be bracketing my personal knowledge of the area to give their experience a true essence.

3.2.2.1 *The lifeworld*

This proposed research will focus on the everyday life or the lifeworld of the Nepalese students acculturating in the UK as Schutz (1964, 1967, 1970) suggests that ordinary members of society constitute and reconstitute the world of everyday life.

The natural attitude of the lifeworld is always pragmatic, and directed toward this or that, as an end or as a means, as relevant or irrelevant, toward the private or public, toward what is daily required or obtrusively new. And even more importantly the theoretical attitude in its modern scientific sense often silences or kills our sense of wonder ... a wonder which Merleau-Ponty (1968) described as the demand for a certain kind of awareness, a certain kind of attentiveness to seize the meaning of the world.

Lifeworld for Schutz (1964) is the experiential world every person takes for granted. Similarly, Husserl (1970) finds it as the world of immediate experience, as the world already there, or pregiven, the world as experienced in the original natural life whereas, for Heidegger (1968) lifeworld is a study of being, the study of our modes-of-being or ways-of-being-in-the-world. Hence, this research will study on the world of Nepalese students' immediate experience of formally learning English as a second language in Tribhuvan University and also acquiring English by acculturating in a native speaking society that is prior to critical or theoretical reflection will be

gathered, analysed and to seize the meaning of the lifeworld of the focus group (Nepalese students acculturating in the UK).

3.2.2.2 *Lived experience*

This proposed phenomenological research begins and ends in lived experience of the focus group as Dilthey (1985) suggests that in its most basic form of lived experience involves in immediate, pre-reflective consciousness of life: a reflexive or self-given awareness which is an awareness that is unaware of itself.

Lived experience is a kind of recollected experience. It gives reflection on how the person experienced while going through a situation. A person can not reflect lived experience while living through the experience. For example one can not reflect an ordeal while under the situation but can recollect the experience of the situation when gets out of it. Thus, phenomenological reflection is not introspective but retrospective. Reflection on lived experience is always recollective. It is reflection on experience that is already passed or lived through. Hence, phenomenological research aims to transform lived experience into a textual expression of its essence from recollection of lived experience.

Merleau-Ponty (1968) has given a more ontological expression to the notion of lived experience as immediate awareness, which he calls sensibility but for Kvale (1996) a phenomenological study is a search for invariant essential meanings in the description.

As a phenomenological perspective, this research focuses on the life world or reflection of recollected lived experience of the Nepalese students on learning and speaking English as a second language and endeavours to transform into a textual form of its essence.

3.2.2.3 *Lived meaning*

Lived meaning refers to the way that a person experiences and understands his or her world as real and meaningful. Lived meanings describe those aspects of a situation as experienced by the person in it (Schutz 2000). For example, a teacher wants to understand how a child meaningfully experiences or lives a certain situation even though the child is not explicitly aware of these lived meanings.

This research will find out different aspects of the experience of Nepalese pupils in speaking English with the natives in their early days of arrival in the UK. The focus group may or may not be aware of the meaning of the situation they have gone through but this study will endeavour to analyse the experience reflected by them and give meaning.

3.2.2.4 *Bracketing*

Bracketing describes the act of suspending one's various beliefs in the reality of the natural world in order to study the essential structures of the world (Husserl 1970b). If one lay aside, as best possible, the prevailing understandings of those phenomena and revisit immediate experience, then, possibilities for new meanings emerge (Crotty 1998). Therefore, in this phenomenological research, the personal concept will be bracketed to the best possible ways since it is a study of the immediate experience of the Nepalese students' speaking English with the natives in the UK. For bracketing the self by the researcher, as Schutz (1970) suggests all the ontological judgements about the nature and essence of things and events will be suspended.

On bracketing, Crotty (1996b) argues that researcher's duty is to let the experience of phenomena speak at first hand. Thus, the phenomenology as a methodology will help talking about primordial phenomena, the immediate, original data of consciousness, the phenomena in their unmediated and originary manifestation to consciousness. The basic concerns of existentialist phenomenology are life world, lived experience and lived meaning including being but bracketing the self.

3.2.2.5 *The essence*

The ultimate essence of any research is to understand the world (Scott & Usher 1996). Phenomenology is the study of essences. This means that phenomenology always asks the question on the nature or meaning of something.

(<http://www.phenomenologyonline.com/>, 5 October 05).

Phenomenology as a methodology, demands for re-learning to look at the world in its immediate experience. Phenomenology does not produce empirical or theoretical observations or accounts. Instead, it offers accounts of experienced space, time, body, and human relation as we live them (ibid).

This research will attempt to recover a fresh perception of Nepalese peoples' experience of speaking English with the natives in the UK which is unprejudiced by acculturation (Sadler 1969) or as Husserl (1970b) says the world of immediate experience that is prior to critical or theoretical reflection. The study endeavours to seize the meaning of the situation (Merleau-Ponty 1968) that the focus group (Nepalese students who have been staying in the UK for less than three months after successful completion of the tertiary level education in Nepal) has been living through which they may or may not be aware of.

3.3 Methods of Data Collection

The research will be developed with the application of both quantitative and qualitative paradigms as Miles and Hubberman (1994) suggest that we need both numbers (quantitative data) and words (qualitative data) if we are to gain understanding of the world. There will be both quantitative and qualitative data and will be analysed and presented. The quantitative data will be the results of the curriculum of the EFL of three different faculties from the tertiary levels in Tribhuvan University. The results will be collected from the Office of the Examination Controller of the University so the data will be a secondary type of data whereas the

qualitative data will be collected from interviews of the focused group and will be primary type of data.

The quantitative data will be the annual results of English language in the tertiary level from 1998 to 2005 will be collected. These quantitative data will help to analyse the effectiveness of curriculum of English language in Tribhuvan University whereas the qualitative data from the immediate experience of Nepalese people speaking English in the UK will help find out the effectiveness of the curriculum in oral skill.

Table 3.1 Quantitative and Qualitative Paradigm Assumptions

Assumption	Question	Quantitative	Qualitative
Ontological assumption	What is the nature of reality?	Reality is objective and singular, apart from the researcher.	Reality is subjective and multiple as seen by the participants in a study.
Epistemological assumption	What is the relationship of the researcher to that researched?	Researcher is independent from that being researched	Researcher interacts with that being researched.
Axiological assumption	What is the role of values?	Value-free and unbiased	Value-laden and biased
Rhetorical assumption	What is the language of research?	<ul style="list-style-type: none"> - Formal - Based on set of definitions - Impersonal voice - Use of accepted quantitative words. 	<ul style="list-style-type: none"> - Informal - Evolving decisions - Personal voice - Accepted qualitative words.
Methodological assumption	What is the process of research?	<ul style="list-style-type: none"> - Deductive process - Cause and effect - Static design- categories isolated before study - Context free - Generalizations leading to prediction, explanation, and understanding - Accurate and 	<ul style="list-style-type: none"> - Inductive process - Mutual simultaneous shaping of factors - Emerging design- categories identified during research process - Context-bound

		reliable through validity and reliability	<ul style="list-style-type: none"> - Patterns, theories developed for understanding - Accurate and reliable through verification
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Source: Creswell J.W. (1994)

Applying both quantitative and qualitative paradigms in a single project is obviously time consuming, lengthy and costly than using a paradigm. Cambell & Fisk (1959); Mathison (1988); Greene et al, (1989); Grant and Fine (1992) have argued that using both of the paradigms allow the mixing of methods, linking of paradigms to methods, and combining research designs in all phases of a study. Whereas, Denzin (1978) and Jick (1979) agree that it allows the researcher to achieve triangulation, and thereby neutralising any bias inherent in any one single method.

In this research, the choice between qualitative and quantitative data will be abandoned (Merton and Kendal 1946) rather combination of both quantitative and qualitative paradigms will be applied so that the most valuable features of each can be used (Cohen and Manion 1994).

3.3.1 Data from classrooms observation method at pilot study

For the pilot study, I had observed ten classes from the first and second year of the tertiary level as the preliminary data collection in different constituent and affiliated campuses of Tribhuvan University. It was a classroom-centered research and concentrated mainly on 'the inputs to the classroom (the syllabus, the teaching materials, etc. by developing a data base (the record) through direct observation processes' (Allwright and Bailey 1991, P.2) by sitting in the classroom and taking notes.

Though I had my own experience of being a student and also being a lecturer in the same university and knew the university environment, I wanted to observe the classes in different campuses by different teachers and in different locality of the country.

The aims of the classroom observation were to find out answers to the following questions:

- How do average teachers deliver the English language lesson?
- How are the settings of the classrooms?
- What materials and methods do average language teachers apply?
- How satisfied are the teachers and students in their performance?

The best way to learn all these about was to observe the class room phenomena and I observed ten classes from different campuses. Five of the observed classes were from the second year groups of the Management and the other five classes were from the first year groups of the Humanities faculty from different campuses in different parts of the country so that the EFL pedagogy in different parts of the country would be compared.

The data from observation proved that the teaching environment was poor in all the Campuses regardless the urban and suburban area of the country. It showed that there were no fundamental differences in teaching learning activities among the campuses in different parts of the country. Though it is not the main research findings they are discussed in section 4.1 to 4.1.6 in data analysis chapter as it illustrates the real situation of the pedagogy in the campuses of Tribhuvan University and helps in understanding the EFL learning background of the focus group.

3.3.2 The quantitative data

The quantitative data in this research is the annual results of the EFL of tertiary levels in three different faculties, viz. Humanities and Social Sciences, Management, and Education in TU. The rationality behind selecting only these three faculties is that they cover in average 85% (Figure 1.5 & 1.6) of the total students in the TU.

There are results of eight academic years of those three faculties as the syllabus was applied in 1997 and the examination takes place once a year in Tribhuvan University. There are eight results from the first year and eight from the second year in the faculties of Humanities and Social Sciences and also in the faculty of Management but the Faculty of Education has applied the EFL curriculum only in the first year therefore there are only eight results from Education faculty. Hence, this research presents 40 results altogether from the academic years 1997 to 2005 and discusses on them.

3.3.2 The procedure of data collection

The data were collected in a form of materials in three attempts. For the first time, the results from 1998 to 2001 were collected in 2002 from the Office of the Examination Controller as a preliminary data to review if it was a researchable area. The data showed that there was amazingly high rate of failure and it appeared to be a burning issue. Therefore, a full research is launched and data collection goes further. The second attempt of data collection took place in 2004 and collected the results from 2002 to 2003 and the third attempt of data collection for the results of 2004 and 2005 took place in 2006.

3.3.3 Quantitative data and analysis method

Firstly, the secondary data collected in three attempts will be put together. Then, the data will be presented in various forms like tables, bar diagrams, pie charts and line charts as Miles & Huberman (1994) recommend that data be displayed in pictorial, diagrammatic or visual form to allow the researcher to conceptualise the information. The examination results of the three different faculties viz. Humanities, Management and Education from the academic year 1998 to 2005 will be analysed. Secondly, the results of the first and second year programmes will be reviewed in a table. The table will present the total number of registered, drop out and examination appeared students.

Thirdly, the pass and fail rate will be compared and the results will be reviewed in a chronological order to find out the rate of performance. Then the data will be developed into a bar diagram to review the historical development of the EFL curriculum effectiveness. Fourthly, the faculty wise data will be viewed and the highest and the lowest pass/fail rate will be analysed. The effectiveness of the results will be presented in a chronological order. And finally, the findings will be summarized.

3.3.4 Qualitative data and analysis method

Qualitative data is often described variously as naturalistic, autobiographical, in-depth, narrative or no-directive method (Wisker 2001). Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter (Denzin and Lincoln 1994). Similarly, Creswell (1994) argues that qualitative paradigm comes across multiple realities existing in any given situation since reality is constructed by the individuals involved in the research. In this sense it is a naturalistic and constructive approach of research which is also regarded as interpretative approach or the post – positivist or post – modern approach.

The Existential Qualitative Methodology, developed by Schutz (1970) will help to get behind subjective experience to reveal the genuine objective nature and as a critique of both taken-for-granted meanings and subjectivism. Phenomenology in existentialists view is a matter of study of everyday experience from the point of view of the subject, and it avoids critical evaluation of forms of social life.

My role as a researcher will be to interact with the interviewees as the research tends to find the reality in the lived world of the focus group that the qualitative paradigm (Hammersley 1993) is based on real life experiences and it better describes and explains the world and the way we see it. Similarly, Catherine & Nick (1995) suggest that the goal of qualitative research is to develop concepts to help understand social phenomena in natural (rather than experimental) settings, giving due emphasis to the meanings, experiences and views of all the participants.

3.3.5 Formation of a Focus Group for Collection of Qualitative Data

The research aims to study the oral competence of those students who have successfully completed the tertiary level in any of those three faculties viz. Humanities and Social Sciences, Management, and Education in the TU. Therefore the focus group for this research has been those students who have successfully completed the tertiary education in the TU and have been staying in the UK for less than three months. It is because if one has stayed in the UK for a longer period, he could be found to have acquired oral skill from the interaction with the natives and may not give actual reflection of his days he had just completed the tertiary education in TU. Therefore, the next step of this study is to research the lived experience of the focus group on the account of oral competence in English with the native speakers.

Primary data will be collected from the focus group by interviewing individually for this part of study. It is assumed that the lived experience of the focus group on speaking English with the natives in the UK will prove if the university has really been successful to meet the objective of making the students able to communicate with the native speakers.

3.3.6 Appropriateness of Research Locality

Selecting an appropriate place is very essential when it is to carry out a field research. As it is research on effectiveness of learning EFL as a second language, selecting an appropriate place for the research where the focused group would practice their knowledge in speaking English in their day to day life. Nepalese is the first official language of Nepal and obviously, the majority of people speak Nepalese in their everyday life. Therefore, it is not possible to make Nepal as the place for the proposed research and needed to find an apt place for the research.

As this research aims to study on the methods of foreign language acquisition, and effects of acculturation in acquisition, it is more appropriate to carry the research in a native speaking society. The targeted foreign or the second language of this study is

English so that an English speaking society is inevitable as the field of the research. Among the English speaking countries in the world, UK has been found to be the most practical place for this particular research.

3.3.6.1 The United Kingdom: the most appropriate place for the proposed research

The Tribhuvan University has been implementing British English in the curriculum in all the faculties from the tertiary to the degree levels. For example 50% (TU syllabus 1997) which is the core of the syllabus of tertiary levels have been covered by the text books, exercise books and audio cassettes published by Cambridge University (CU). The books and audio cassettes contain the society, culture and modern life style of the UK.

The trend of going overseas for a higher education especially after the tertiary level education has been growing in Nepal. Most of the people prefer to go either to the USA or the UK rather than other countries for various reasons. Moreover the family migration of Ex. Gurkha soldiers to the UK has helped to increase the number of Nepalese people in the UK. Therefore the UK has been the only appropriate place to carry out the study properly.

3.3.7 The distribution of the interview participants in Nepal

It will be significant to learn about residency background of the candidates to study if the area of living has been an effective factor in learning English. Normally, it is expected that people from urban areas are advanced in modern aspects of life than the ones from suburban or rural areas and that effects in learning English as well.

The candidates were asked about their personal background before the interview started in proper so that their personnel backgrounds have not been recorded in audio but made a note. It is because the initial introduction and talking about their background provided opportunities to be frank and lose their hesitation and at the mean time I got chance to make notes on their details. The details of all the interview

candidates are confidential so that their names or any personal data will not be exposed as it is my ethics as a researcher to highly respect their confidentiality.

Table 3.2 Distribution of Interviewed Participants in Nepal

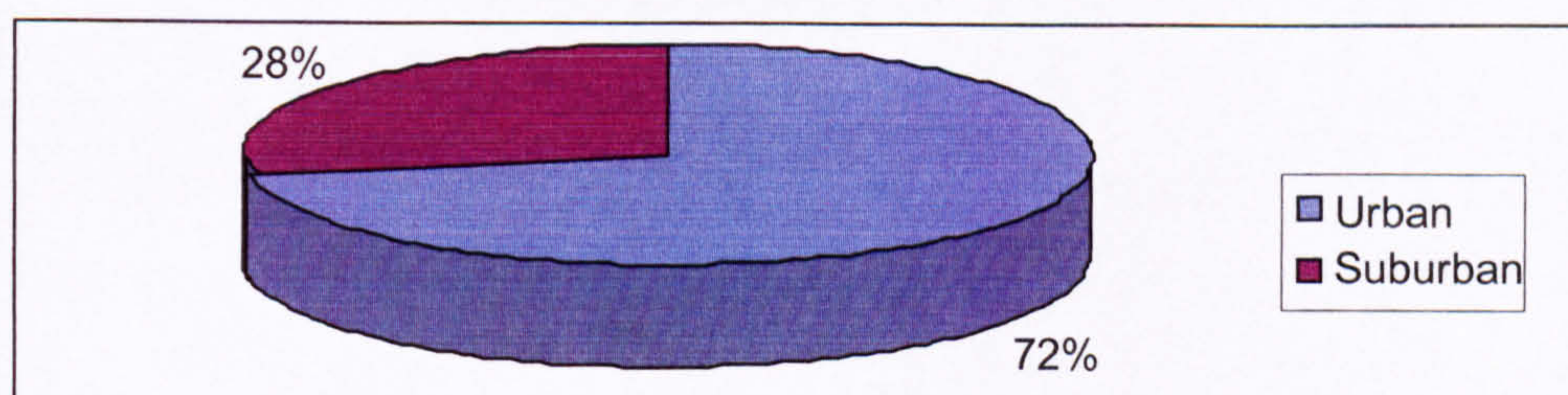
Area/interviewees	Male	Female	Total	in %
Urban	11	7	18	72.0
Suburban	5	2	7	28.0
Total	16	9	25	
In %	64.0	36.0		100.0

Source: field survey, 2005/06

The Table 3.2 shows that the majority of candidates (18) were from urban areas viz Biratnagar, Kathmandu and Pokhara,. The rest seven were from suburban areas; viz Narayangadh, Gorkha, Baglung, Dharan and Palpa. More than three quarter of the candidates are from urban areas but there is not any significant difference in the experience of interviewees in learning English in different campuses of the TU in different parts of the country.

The number of participants from rural area is very small and they also had studied in the campuses of urban or suburban areas. Hence, the data from the candidates from suburban and rural area are combined together and the data from the urban are is discussed separately.

Figure 3.1 Population Distribution Ratio of the Interviewees in Nepal



Source: Field research 2005/06

The pie chart shows that the participants' number from urban areas cover 72% and the suburban areas' participants cover only 28%.

3.3.8 Distribution of the interview participants in the UK

As the interview candidates are from different parts of Nepal, they are also staying in different parts of the United Kingdom. The distribution of the candidates in the UK also may have impact on understanding people and acquiring English by acculturation due to different accents in different parts of the UK. There is possibility to get some of the candidates experiencing their learned English being helpful to communicate with their neighbours but some others may not. Therefore, it is vital to observe the spatiality of the participants in the UK. The table below will present participants' spatiality in the UK.

Table 3.3 Distribution of the interviewees in the UK

Area/Interviewees by sex	Male	Female	Total	in %
London	5	3	8	32.0
Middlesex	3	1	4	16.0
West Sussex	2	0	2	8.0
Southampton	2	1	3	12.0
Hampshire	4	4	8	32.0
Total	16	9	25	100.0

Source: Field survey 2005/06

The interviewees live in different places in the UK. Among those 25 candidates, eight of them are living in London and eight in Hampshire; four in Middlesex; two in West Sussex and three in Southampton.

The diagram below will give clearer insights of distribution of the participants.

Figure 3.2 Interviewees' Population Distribution in the UK

Source: Field survey 2005/06

There are equal male and female participants (four and four) in Hampshire; five males and three female in London, three male and one female in Middlesex; two males and one female in Southampton and two males only in West Sussex. Thus, there are varieties in number and sex of candidates in five different councils.

3.4 Data Collection from Unstructured Interviews Process

The interviewees were contacted by personal relationship. Friends and relatives in different places in the UK were requested to inform me if they come across anyone that would fall into the focus group as explained in research method. As soon as I received information about a probable candidate, I contacted them and if confirmed that they could be interviewed, meetings were set and interviews taken in their favourable place.

The students were interviewed without any discrimination of faculty they had studied in and their age or gender. It is because very few people from Nepal arrive to the UK therefore selecting people for interview was beyond the question. However, I am lucky to find 25 people within 18 months from the focus group as described in

methodology. Among the 25 people the participant numbers were 15, 8, and 2 respectively from Management, Humanities, and Education faculties.

Most of the interviews (14) were taken in the residences of the candidates. Seven of them were taken in my residence and three of them were taken in parks and one in a restaurant. The female candidates preferred to meet up in their own residences for interviews so that all the nine female were interviewed in their own places. Male candidates were happy to see wherever possible but some of them were new to the place and mentioned difficulties in traveling therefore I visited to their own places or the nearest parks. The candidate who was interviewed in a restaurant was planned to be interviewed in his own residence but all of a sudden he was requested by his manager to cover his co-worker's place as he was absent (he works as a waiter). I went to see him at the restaurant to reschedule for next meeting but the restaurant was really quiet as it was after the launch hour so that we decided to carry out the interview and it ended up on the same day.

Though I conducted interviews in various places, I found residence to be the best place for such a programme. I experienced that it is easier to maintain quiet and calm environment in a residence. It helps to concentrate my and interviewees' mind to make the interview worthy. Conducting an interview in a park is also fantastic during the Spring or Summer but I experienced it to be a bit mind distracting. The tables and figures below will present the participants' portfolios from various perspectives:

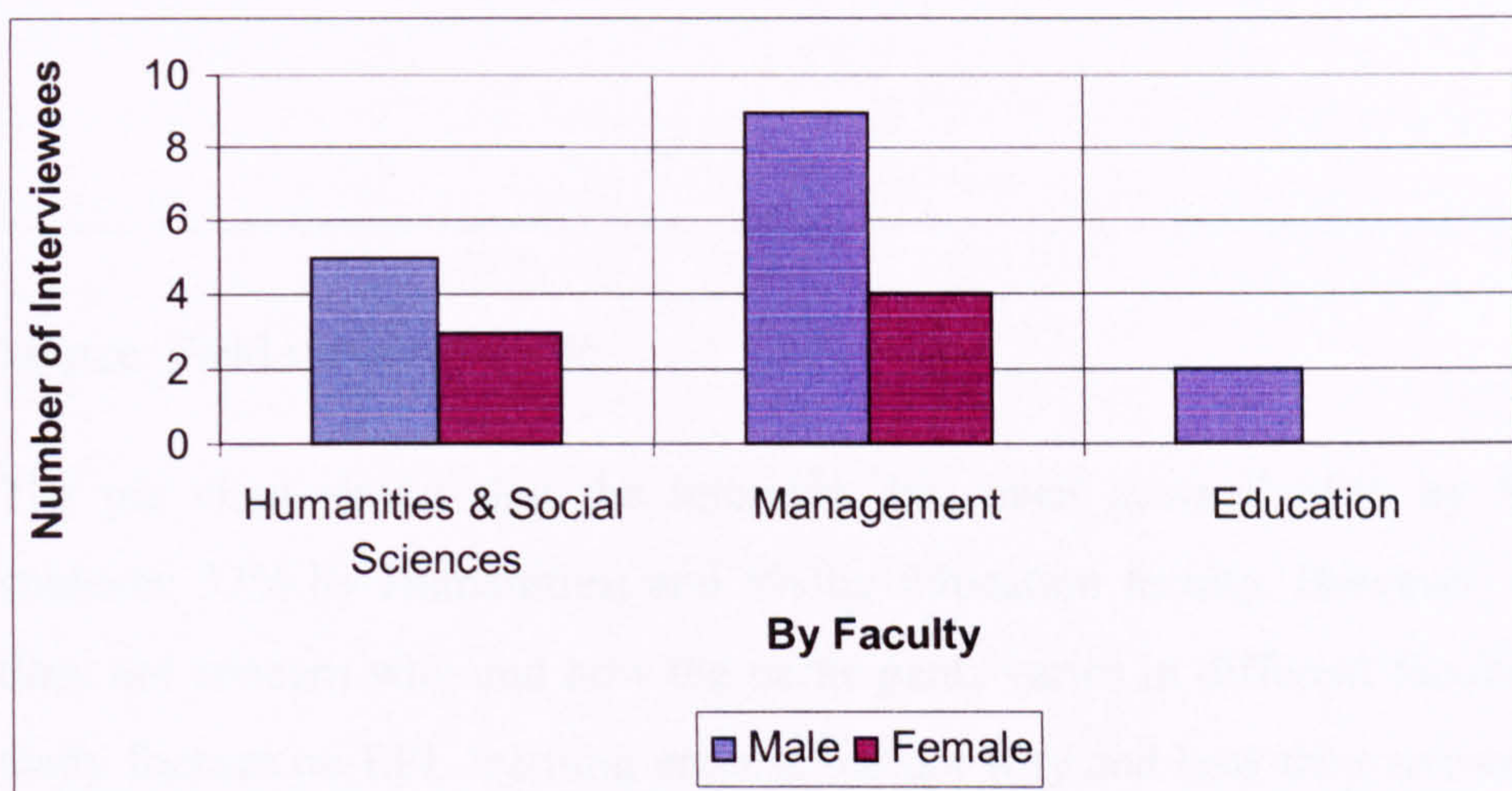
Table 3.4 The Profile of Student Participants in the Interview

Faculties	Humanities & Social Sciences	Management	Education	Grand Total
Male	5	9	2	16
Female	3	4	0	9
Total	8	15	2	25
In %	32.0	60.0	8.0	100.0

Source: Field survey 2005/06

Table 3.4 shows that the largest number (nine male and four female) of the participants were from the Management faculty. The second largest number (five male and three female) were from Humanities and Social Sciences whereas the Education faculty has the least number (male 2 and female 0) of participants. It is the only faculty without female participants. The following diagram will present the interviewees' portfolios:

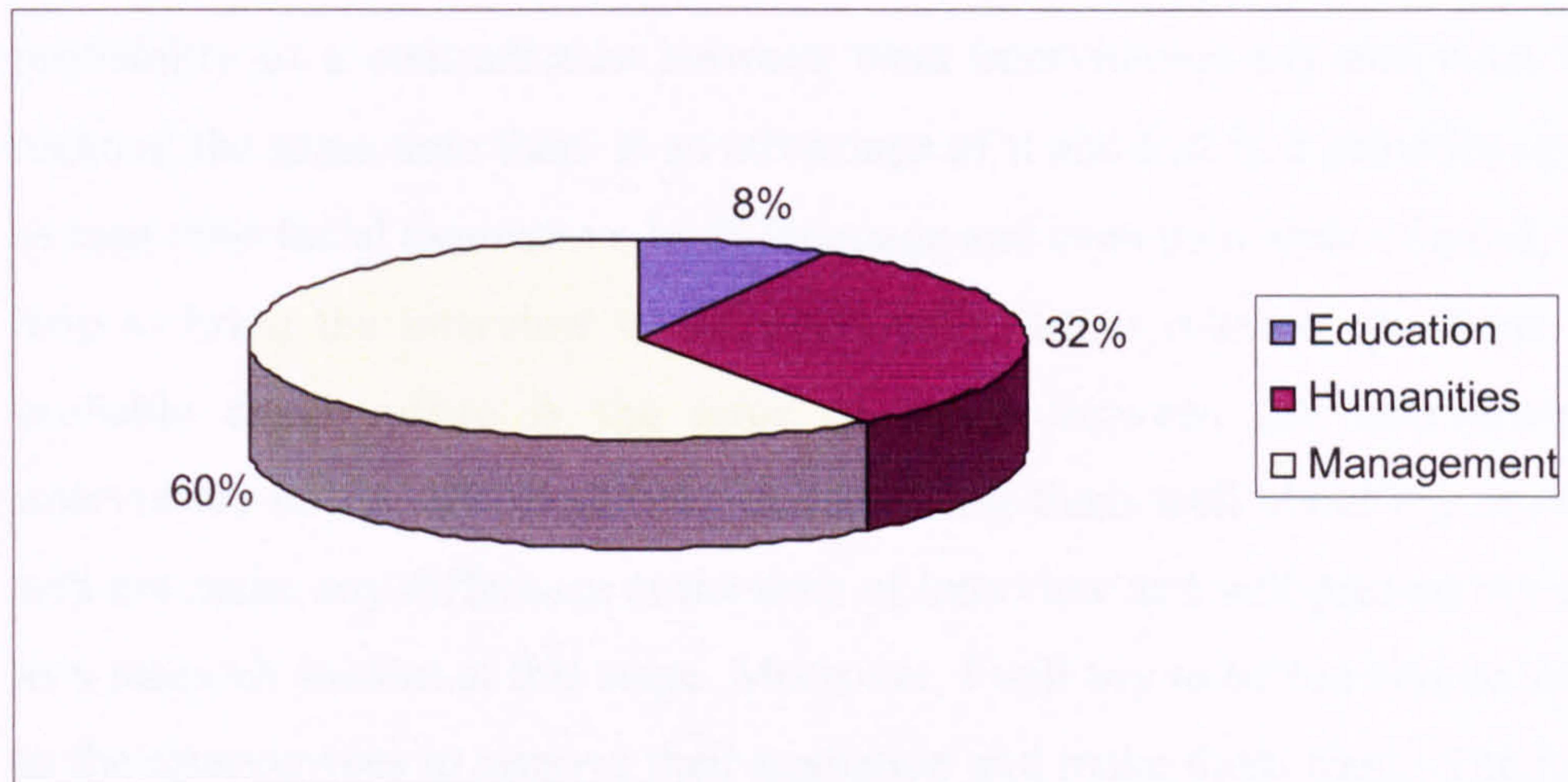
Figure 3.3 The Portfolio of Interview Participants



Source: Field survey 2005/06

The portfolio of interview participants in Figure 4.3 makes clear that the Management faculty has the largest number of male participant (nine), Humanities and Social Sciences holds the second position (five), whereas the Education faculty has the least number of male participants (two). Management faculty has the largest number of female participants (four) and the Humanities and Social Sciences comes next to it with three participants but the Education faculty has no representative at all to participate the interview.

The following pie chart (Figure 3.4) will give a clear picture of the participants:

Figure 3.4 The Portfolios of Interviewees

Source: Field survey 2005/06

The pie chart shows that the interview has been covered 60% by Management students; 32% by Humanities; and 8% by Education faculty. However, the research does not concern why and how the participants varies in different faculties since the study focuses on EFL learning process but not why and how they arrived to the UK. Hence, all of them will be taken into account as individuals and will be given equal importance.

3.4.1 Unstructured interview process

Unstructured interview technique will be applied to collect data. Cohen & Manion (1994) argue which questions are appropriate and how they should be worded, so as to be non-threatening or unambiguous. Therefore, while beginning all the interviews I had to think what to ask and how to construct a question to fit the question with the standard of the interviewee. Then, the following questions will be put or reconstructed the same question in other words according to the response of the interviewees. However, the interview method is effective method to explore phenomenon in depth (ibid) which no other method can provide.

There are always possibilities to have advantages and disadvantages of any research techniques. For example, a disadvantage in face to face interview technique, there is probability of a contradiction between what interviewees say and what they try to mean at the same time there is an advantage of it and that is it provides opportunities to read their facial expression, body language and even their state of mind, which may help to bring the interview to the point with further relevant questions. The other probable disadvantage is the issue of status between the interviewer and the interviewee but it will be sorted out explaining them well about my previous status will not make any difference at the time of interview as I will present my role simply as a research student at this stage. Moreover, I will try to be too simple and too open to the interviewees to remove their hesitation and make them frank. The introductory session and informal talk will boost up the interviewees to express their experience of learning English in Tribhuvan University and experience of effectiveness of acculturation on the process of second language acquisition. It will make easier to understand the phenomenology of social life of the focus group; hence to find out essence of recollected experience of their everyday life (Schutz 1970).

While interviewing others about their experience of a certain phenomenon, it is imperative to stay close to experiences as lived. As one is asked what an experience is like, it may be helpful to be very concrete. Naturally, it is impossible for the interviewer to offer ready-made questions but at the same time it is significant to create an environment so that the interviewee focuses more on the subject. For this, unstructured interview will be the most appropriate form of interview since it offers opportunities to put some major questions and also put further immediate questions to make the interview successful drawing the experience of the interviewees.

Unstructured interviews will be conducted with 25 Nepalese pupils who have been in the UK for less than three months after the completion of the tertiary education in the campuses of Tribhuvan University (TU). The number of students for the interview has been confirmed only for 25 as it is difficult to find more people of the category who have just finished the tertiary level of education in Nepal and moved to the UK. 25 interviews will be taken to represent the whole students who have been to the UK

after completion of the tertiary level education. It is expected that if they have stayed in the UK for less than three months then it will be possible to get reflection of their learning ESL in Tribhuvan University as well as their immediate experience of speaking in the UK. If the interviewees have been staying more than three months they might have forgotten many of the experiences of speaking English in their early days in the UK.

A research interview is a two person conversation initiated by the interviewer for the specific purpose of obtaining researcher-relevant information, and focused by him on the content specified by the research objectives of systematic descriptions, predictions, or explanations (Cohen & Manion 1994).

A phenomenological research begins with phenomenological question. The questions should address the experience of the interviewee what is something really like and what the nature of this lived experience is like (van Manen 2001). The interviews will be conducted being constantly mindful of the original questions and be consistently oriented to the lived experience and it is possible by asking the 'what it is like' question in the first place. The essence of the question is the opening up and keeping open of possibilities (Gadamer 1975).

To make the research clear the questions must be clear, understood and lived. Therefore, as van Manen (1997) says the questions will be as clean and less ambiguous as possible so that it will be possible to make the interpretation of the research findings less ambiguous.

3.5 Interview Questions and Their Rationale

Primarily there will be four major open questions. These open questions will be helpful to get the lived experience of the interviewees in their own words and at the same time they will make meaning of their experience of learning English in Tribhuvan University and speaking with the natives in the United Kingdom.

Q.1. What it is like speaking English as a second language with native speakers (British) in a native country (Britain) after learning with the non-native teachers (Nepalese) in a non-native country (Nepal)?

This question aims to collect the data to see if the curriculum of the EFL has met one of the University goals of providing students adequate knowledge to communicate with the native speakers.

It is expected that while responding to this question the interviewees will describe their experience of speaking English with the natives in the UK. The answers hopefully will focus on their experience of speaking English with the natives rather than learning with the non-native speakers. Therefore, this question will be able to let them make essence of their experience of speaking with the natives in the UK.

Q. 2. What it is like learning oral skill in English from non-native teachers (Nepalese) in a non-native country (Nepal)?

The objective of this question is to find the methods of application of the EFL curriculum particularly in oral skill at the tertiary levels in the TU.

This question is expected to reflect the essence of learning English in Nepal before coming to the UK. It will remind the interviewees those days of learning English in Tribhuvan University. It is expected that they will share their experience of teaching learning environment in the University.

Q.3. How effective would be an acculturation in an English native speaking society for the Nepalese people in relation to acquisition of oral skill in English?

This question aims to find out if acculturation in an English society is more effective than learning from non-native teachers in a non-native society to acquire oral competence in English for the Nepalese students and what sense they make out of learning by acculturation.

This question will be helpful to draw the interviewees' experience of acquiring oral competence in English by acculturation in an English society. It is expected that the interviewees will speak on how acculturation has affected them in acquiring English and what it mean to them. It will research deeply if their language output is the result of acquired knowledge being monitored by the learned knowledge only as Krashen and Terrel (1983) argue or their acquired knowledge also monitors the learned knowledge in the case of pronunciation.

The findings are expected to be advantageous to go to the conclusion if Nepalese students need acculturation like environment to acquire oral skills in English.

Q.4. How is it possible to improve the effectiveness of teaching learning oral skill in the EFL in Tribhuvan University?

The objective of this question is to find out solutions to improve the issues raised by questions one, two and three. As the main objective of the research is to improve the effectiveness of the curriculum of the EFL in the TU, this research question will endeavour to find the solution from the students' experience and their conception of learning.

Ultimately the question will draw the students' views on the ways of improving the environment of teaching and learning oral skill. This answer also will be helpful to find solution for improving the standard of the EFL curriculum and meet the objectives of the EFL curriculum in the TU.

3.6 Qualitative Data Analysis Process

In the beginning, the data from the interviews will be transcribed. Then the data will be coded and recoded with different colours. Then those selected data will be grouped into appropriate categories according to their natures and will be analysed. Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is

to be learnt, and arrive to the conclusion.

Robson (1993) argues that initial phase of data analysis is a phase of data reduction. He describes this process as making the data mountain manageable through coding, recoding and summary. Analysis at the second phase helps reflecting on the data and drawing conclusions. In the words of Bogdan and Biklen (1992), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that is accumulated to increase the understanding on them. It enables to present what is discovered. Miles and Huberman (1994) and Yin (1994) have recommended the use of stepped procedures that attempt to address problems of rigour to counter accusations of a purely intuitive approach.

In this research, the data analysis will begin with the theoretical sorting and integrating as Miles and Huberman (1994) suggest that there are three stages in data analysis: data reduction, data display and conclusion drawing. Hence, in this initial stage of the analysis the collected data will be reduced. The data reduction will be performed into three micro divisions. In the primary stage, the data collected through unstructured interviews will be edited, segmented and summarized. This process will be beneficial for screening the useful data. After the completion of the preliminary screening process, a thorough reading and coding will be done. The open coding as Punch (2004) says will be used for the substantive information.

The second step of the coding will be axial coding and it will help to code the theoretical concepts. And at the end the selective coding will be used to code the core ideas, which will go through coding, memoing by conceptualising and explaining the data.

The next stage is to begin the analysis proper. The coding plays an important role to make the data concrete and specific by labeling the different pieces of information. Memoing, in fact goes on concurrently with coding as described by Glaser & Strauss (1967).

The data analysis process is eclectic because no process is right process (Tesch 1990). As Creswell (1994) described, the analysis began with segmenting the interviews scripts (Tesch 1990), developing coding categories (Bogdon & Biklen 1992) and generating categories, themes and patterns (Marshall & Roshman 1989). The content analysis technique (Chadwick et. al. 1984) enabled to deduct the data objectively and systematically identifying characteristics in the transcripts of the interviews. The process began with reviewing interview transcripts. Content analysis method is applied in this study as it is a useful strategy in exploratory research like this.

All the interviews were transcribed verbatim at the end of each interview. The notes made on interviewees' facial expression and body language (non-verbal thoughts) as the interviews progressed helped to transcribe the interviews accurately. The scripts were coded and numbered as Int. 1, Int. 2 ... and Int. 25.

The analysis process developed in the following four different steps:

All the interview scripts were read thoroughly as Giorgi (1985) said to get a sense or grasp of the whole. The transcripts were deeply studied again for the coding process as Miles and Huberman (1984) said, to sort, focus, sharpen and organize the ideas that emerged basing on unit of analysis (Chadwick et. al. 1984). The classical form of content analysis involves the selection of unit of analysis (ibid), but also in this study, the units of analysis were allowed to emerge from the transcripts of the interviews as the interviews were phenomenological.

The unit of analysis, in this study emerged verbally expressed thoughts of the interviewees along with the ideas expressed through facial expression and body language. Thus, a unit of analysis took place in the form of an idea expressed, scenario described or body language of the interviewees. Moreover, a word, a phrase, a sentence, a group of phrases or sentences or non-verbal reactions were considered as units and were used either to construct a code for that unit or was assigned to a previously constructed code containing similar units.

All the units are related to each other so that they are not independent in themselves. Coding functioned for de-contextualisation and re-contextualisation (Tesch 1990) resulting reduced data to certain patterns, categories and themes. For Tesch (ibid), much work in the analysis process consists of taking apart (smaller pieces-units of analysis). However, the ultimate goal of analysis process is the emergence of a larger picture.

The analysis process, therefore, took place as:

- The transcription were thoroughly read and reread many times
- Then transcripts were coloured with different colour according to the theme
- When the coding was over, all the transcripts were thoroughly reviewed examining if any further coding was necessary.
- When the final coding was completed, then the related categories were grouped together.
- The interview transcripts and categories were reread to ascertain if codes were appropriately grouped into categories. Then, finally the analysis went discussing and searching for the meaning of the data.

3.7 Ethical Issues

According to the Research Ethics Committee (2004) the fundamental ethical principles of Autonomy, Non-Maleficence, Beneficence, and Justice were strictly considered. The autonomy of every individual has been respected and it was a matter of every individual's choice whether to take part in or not in a data collection process. The participants were made clear that they reserved the full right to discontinue their participation at any time if they wanted. No one was forced to take part in and no one was put into risk. The four key ethical rules: veracity, privacy, confidentiality and fidelity have been strictly put into practice throughout the study.

When the interviews were held according to the organized date, time and place, the interviewees were given a general introduction about myself and the proposed research and its goal. I also explained why they were chosen for an interview and how

their sharing of the experience would help to bring a breakthrough in the tertiary level EFL curriculum in the TU. I explained to each candidate that their names or any details would not be disclosed in any form. Moreover, each of them was told that they would be able to see the transcripts of their interview if they wanted but none of them approached me to see the transcripts. The interviewee's oral consent was obtained from each of them for both tape recording and note making. Each taped interview was transcribed verbatim and the notes made were used and the meaning of their facial expression and body language were considered to get their exact expression. Though, the candidates' details were collected for the research purpose nothing has been disclosed in this thesis or in any other form.

3.8 Conclusion

Phenomenology has been found the most appropriate methodology for the proposed research. The study is phenomenological by nature so the most appropriate method of collecting data is to apply unstructured interviews with the focus group and give meaning to their lived experience that they are aware of but not aware of the meaning (Dilthy 1985).

As a phenomenological research this project will start and end in lived experience (ibid) of the focus group as the interview will create such an environment that they will share their lived experience of learning English in Tribhuvan University and speaking with the natives in their early days in the United Kingdom. The data is expected to be qualitative as the most basic form of lived experience, the immediate, pre-reflective consciousness of life: a reflexive or self-given awareness which is an awareness that is unaware of itself (ibid), will be involved in this project. Thus, this phenomenological research will transform those lived experience of the focus group into the form of textual expression and will analyse the essence of the recollected experience and find the meaning of being in the situation.

CHAPTER 4

DATA ANALYSIS

4.1 A Glimpse of Teaching-Learning Process through the Pilot Study

Before analysing the data from the main research, I realized that it would be a good idea to make a brief description about present tertiary level EFL pedagogy in practice in the campuses of Tribhuvan University to illustrate the real classroom teaching-learning situation. This analysis of data from the pilot study will help to understand the tertiary level EFL learning background of the students who will be researched as the focus group in the main research.

The analysis of classroom observation for the pilot study showed that the teaching-learning environment in the campuses of Tribhuvan University is poor. Most of the EFL classes were found crowded with huge number of students (from 70 to 80). The teachers applied grammar-translation method and lecture method. Majority of the teachers were found teaching English in Nepalese language. The classes were exam oriented. The furniture was permanently fixed benches and desks so that there were not any possibility of forming classes in different shapes though the teachers wanted. The teachers did not use any teaching materials. Even the few words teachers spoke in English did not sound as if real English because of their Nepalese accent. The findings are discussed further in details.

4.1.1 Students are found to be passive learners

In one of the observed classes the teacher asked the students, “Where had we been yesterday?”, some of the students replied, “Sir, exercise” (Portfolio FP5002). And at the same time most of the students were murmuring in Nepalese language that was to say ‘doing question answer’. At the end of the class, I asked the teacher if he really did not know what to teach. He had replied that it was to motivate the students. Then the teacher started writing the answers to the questions on the blackboard. He explained the answer in English and often translated into Nepalese language. The

teacher was an active writer and speaker, whereas the students were copiers and listeners. There were no discussions between the teacher and the students. However, one of the pupils asked a question: “Do such questions come in the exam?” And the answer of the teacher was “Yes, they may come” (Portfolio FP 5002). When the student asked the question in English, the rest of the students were gazing at him as if he was doing something extra ordinary work. At the same time another student asked the teacher in Nepalese language to write the answer to a question, which would be an essay type answer. The teacher promised to write the expected answer the following day. All the classes had similar phenomena: teaching English in Nepalese language.

The class observation also proves that the students are still motivated by pass mania rather than gaining knowledge. It is difficult to make the curriculum effective unless students are oriented to learn for fun and knowledge. Though the syllabus is changed the rest of the components have not been changed. The teacher-students ratio, work loads for the teachers, teaching environment and assessments systems have been followed the same traditional methods.

4.1.2 Teaching English in Nepalese language

The teachers were found teaching English in English and also translating in Nepalese language very often. But, the students were just passive listeners and were copying what the teacher had written on the board. The classes were so exam oriented that the teachers were trying hard to make students sure what to write in the exam if such questions were asked.

The teachers were not trying to teach how to answer such questions but were teaching what to write. They were not teaching about grammatical or technical aspect of writing answers for such questions. Therefore, the classes were not oriented for language skill rather they were exam oriented. The classes were totally surface learning model but not deep learning and knowledge gaining types. Moreover, the language the teachers used did not sound of standard British English because of their Nepalese accent.

One of the observations provided an opportunity to experience a class of story teaching. The story was 'A Worn Path' by Eudora Welty. The lesson was already on the half of the way. In the beginning, the teacher briefed in English what he had taught the previous day. Then, he went on reading the story line by line and explaining in English and writing the meaning of the difficult words on the board and the students copied them.

4.1.3 Too big classes for teaching

The classes were quite big as the student number was 70 to 80 in all the observed classes. The students kept coming while the classes were half the way. On a second language learning, Matthies (1988) views that it is not possible to be taught or learned efficiently in a class with more than 30-35 students but in the campuses of Tribhuvan University, there are normally more than 80 students in each class. Due to this large number of students, the teachers have not been able to be serious on each student's achievement.

The teachers are one of the curricular components. To make teaching and learning process effective there should be a good ratio and good relation between the teacher and the students. But, in Tribhuvan University as English is compulsory subject, English classrooms are always overcrowded and the English teachers' workload is always the heaviest.

Teaching a second language in classroom is really a challenging job but also it is possible to achieve the goal if the classroom has got fundamental environment for a second language teaching. The basic needs begin with teaching materials, physical facilities, qualified teacher, teacher-student ratio, etc. and more over teacher's and pupils' willingness to teach and learn play vital role in learning.

The psycholinguistic approach is the best approach of teaching a second language where the counsellor-teacher needs to try to build a personal relationship with the learner. But it is not possible at the present context of Tribhuvan University as all the

campuses have excessively large classes, where a counsellor and students ratio comes to be 1/75. Unless the university manages to reduce the classes in an ideal second language classes, there is no hope to apply this psycholinguistic approach hence there is no hope of bringing break through in the teaching learning process in the university.

The communicative or psycholinguistic and explorative approaches are recommended for teaching English as a foreign language in Tribhuvan University as they are ideal for intermediate and advanced students (Schtuz 2004) and it is also recommended to the university to provide proper training to the teachers as these approaches require skilful instructors. Moreover, the instructor's qualification, the language therapy groups must be maximum 30 to 35 students (Mattheis 1988), homogeneous, and affinity among the students group.

4.1.4 Lecture and note giving methods of teaching

All the class rooms had a blackboard and the teachers used chalk and duster on it almost all the times during the class of 45 minutes. The teachers started teaching in English medium in the beginning and gradually went on using Nepalese words and by the half of the class they started reading the lines and explaining them in only Nepalese language along with writing the difficult words meaning in English.

In one of the observed classes, when the teacher had finished teaching the story, he wrote answers to some of the questions. Then, the students asked the teacher in Nepalese language to write a summary of the lesson on the board and the teacher promised them to write the following day as the time was nearly over. The pupils in that class were also found passive and spoon fed. At the end of the class, I asked the students what they would do with the answers that they had copied. All the students were found happy with the notes of the answers the teachers gave since they would be helpful for the preparation of their examination.

Most of the campuses have set the classrooms in a permanently fixed way as all the benches and desks were made of wood plank and joined up together in an iron frame. Due to the fixed furniture there is no possibility of forming and reforming the different size groups for group works or discussion.

Generally the teachers stand behind the dais most of the time and read the book or walk from one end to the other end of the platform in the front while giving lecture. The teachers do not get enough time to go to the individual students while teaching because of the huge population. Therefore, in almost all of the campuses the practiced methods of teaching were found as lecture method and note writing method.

Almost all of the observations gave similar experience in many ways, for example, all of the classes had more than 70 students and some of them had more than 100 students. All the teachers used lecture and note writing method for teaching. 95 per cent of teachers used Nepalese language to teach English language. There is no discussion or question answer or any other teaching method applied. Though the syllabus contains some audio classes, the teachers do not use audio sessions to teach the students rather they are asked to listen by themselves. Only two campuses were found to use the audio lessons occasionally.

The research shows that all the campuses use the similar methodology for teaching the English as a foreign language. The lecture method has been found to be the most practiced method. The huge number of students in a class is the main problem for the teachers. There is no language drill, no peer discussion, and no audio classes for the students. The teachers teach English in Nepalese medium and write notes on the blackboard for the students so that students may rote and write in the exam. There is no interaction between the teachers and students and also in between students and students in the class. The students perceive English language as the most difficult subject. The students have a poor vocabulary and knowledge of English grammar.

4.1.5 Teachers do not use teaching materials

None of the teachers were found to use any teaching materials in the observed classes. Though the syllabus has prescribed audio cassettes none of the teachers had used any time in the classes. Three of the observed classes could have used the prescribed audio materials but they did not use it. Moreover, the teachers used no other teaching materials. Thus, the pedagogy of the EFL curriculum has not been able to motivate the students for oral communicative skills.

4.1.6 Findings from the pilot study and further issues

It was found out that both the teachers and the students were not satisfied from the teaching learning process. The teachers and students were not happy with the class size and the process of delivery. Most of the teachers were not satisfied with the work load and the huge number of student in each language class.

The class observation showed that all the campuses have been using the same teaching method that is teaching English in Nepalese language. The classes were directed by pass-mania rather than learning a language. No language class was found teaching oral communicative skill. All the students in all the observed classes were found passive. The students neither put any question nor were interested to improve their oral skill in English. Hence, issues rise as if pedagogy takes place in such a way what would be the result of their examination like? Therefore, further step of this study is to collect data of the tertiary level examination results and analyse them.

DATA ANALYSIS – 1

4.2 The Secondary Data and Analysis

This study aims to research the effectiveness of the EFL curriculum. One of the measures of curriculum effectiveness is assessment. For this, reviewing data of the annual results are significantly important. As a general objective of educational research is to improve the effectiveness of curriculum, this research focuses on the latest phenomena in the EFL curriculum in the TU so that it may contribute to improve the effectiveness of the current EFL curriculum there. The university has implemented a new general syllabus in all the faculties and institutions effective from 1997 therefore the annual results of the tertiary levels from 1998 to 2005 have been reviewed.

4.2.1 Analysing the data

Table 4.1 exhibits the results from 1998 to 2005. It presents the number of registered students in the first and the second year of the programmes in Intermediate of Arts (I A) from Humanities and Social Sciences; Intermediate of Commerce (I Com) from Management; and Intermediate of Education (I Ed) from Education Faculty.

The table presents the total figures of the pupils in average in the three different faculties. In the table, the drop outs number means the students who registered for the course and did not sit the exam. Exam appeared means the number of students who appeared for the exam which is the remaining numbers after deducting the drop out number. Then the table shows pass percentage and fail percentage and finally, it shows faculty wise average figures.

The Table 4.1 below presents the average figures of all the faculties from 1998 to 2005. The highest registration number is in Humanities and Social Sciences - Year I (40288) and the lowest is in Education – Year I (8787). The best result in average is in Management – Year I, which is 41.8% and the worst average result is in Education,

which is 21.9%. It proves that the highest failure in average is in Education (78.1%) and lowest failure in average is in Management (57.4%). The average success rate in all the eight academic years in these three faculties is 33.8% so the failure rate is 62.2%.

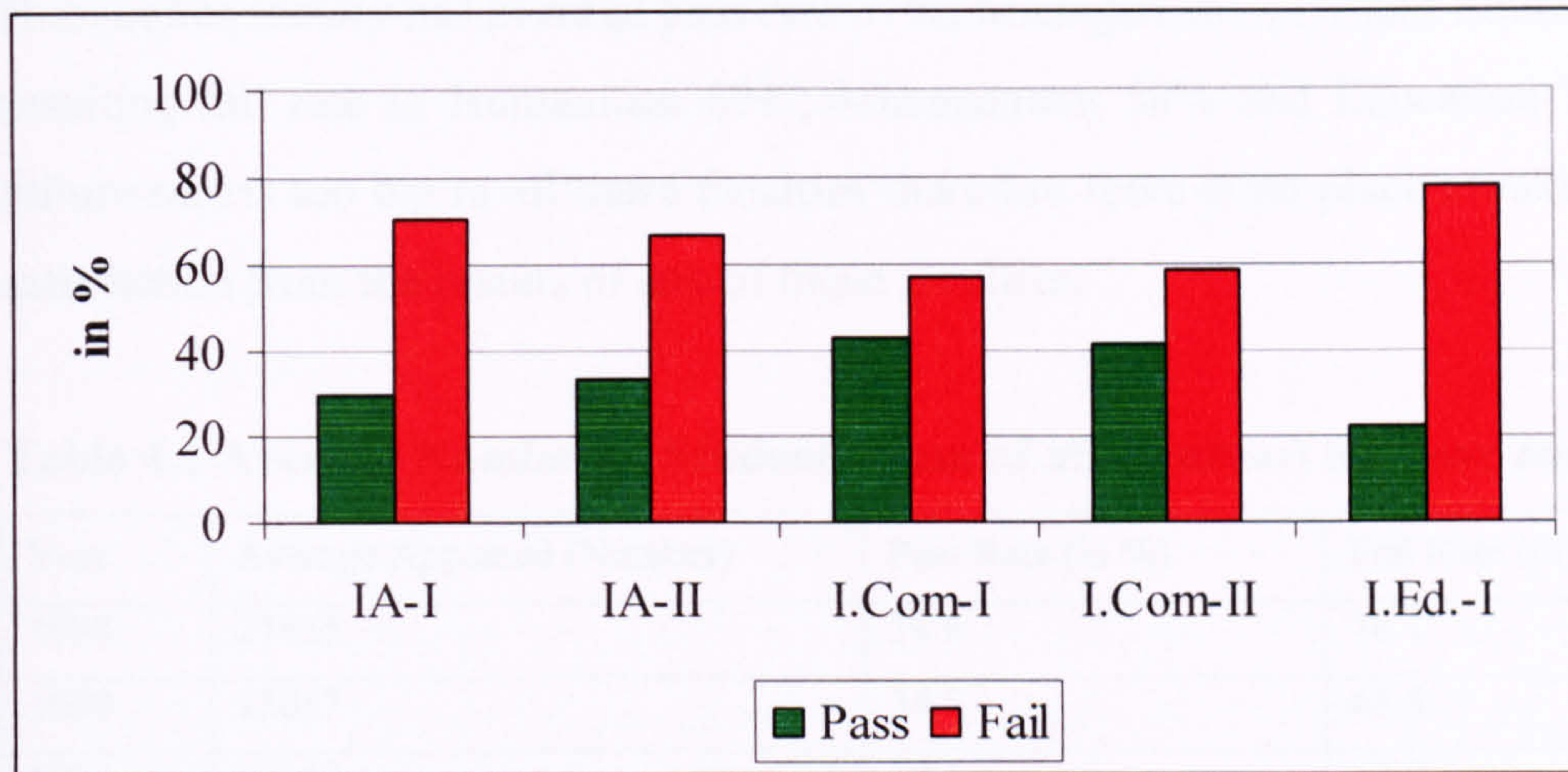
Table 4.1: Average Number of Students by Faculties and Categories (1998-2005)

Faculty	Part	Total	Drop out	Exam Appeared	Pass %	Fail %
I.A.	I	40288	4077	36211	29.7	70.3
	II	30980	3612	27368	33.3	66.7
I.Com	I	22672	1487	21185	42.6	57.4
	II	18755	1491	17264	41.8	58.2
I. Ed.	I	8787	739	8048	21.9	78.1
Average Total in All the Faculties		24296	2281	22015	33.8	66.2

Source: TU Results 1998 – 2005

The figures of drop outs also are amazingly high, the highest (11.6%) in Humanities and Social Sciences – Year II and the lowest (6.5%) in Management - Year II. In average of all the three faculties in the eight years is (9.3%). The figure of drop outs will be kept aside and will not be discussed further on this issue as the focus group of this study are the pupils who have succeeded the examinations of the tertiary levels and living in the United Kingdom. Therefore, the pupils who dropped out the exam do not fall into the criteria of this particular research.

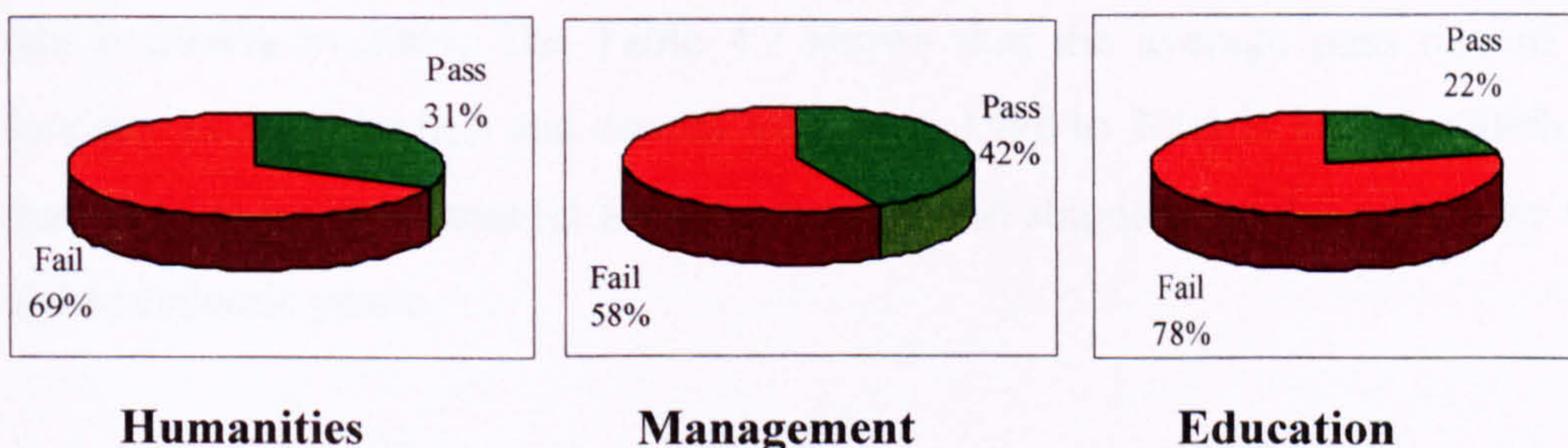
As the research aims to find out the effectiveness of the latest curriculum, it is appropriate to view the results of the specific period. The diagram in Figure 4.1 gives precise vision of the faculty and year wise results from the beginning to date.

Figure 4.1 Average Pass and Fail Rates (in average of sample period: 1998-2005)

Source: TU results 1998 -2005

The figure shows that I.Com. – I (Management, Year I) has the highest pass rate (42%). The lowest pass rate (22%) is in I. Ed - I (Education, Year - I) that means the lowest failure rate (58%) is in Management and the highest fail rate (88%) is in Education. Whereas, I. A. - I (Humanities and Social Sciences, Year - I) has 30% success rate and (33%) in Year - II that mean the failure rate is 70% in the first year and 67% in the second year. It makes clear that the failure rate is too big in all of these faculties but Education faculty has devastatingly poor results of all the faculties.

As there are variations in pass and fail rates in two different years in the same faculty, it is logical to see the average results of both years to work out the success rate of each faculty. Therefore, the average results are put into pie charts in Figure 4.2:

Figure 4.2 Comparison of the Faculties' Status (average figure 1998-2005)

Source: TU results 1998 -2005

These pie charts present the results of three different faculties in average. The Humanities faculty has average pass rate 31%; Management 42% and Education 22% resulting fail rate in Humanities 69%; Management 58% and Education 78%. The failure rate is too big in all these faculties therefore there is no place to take the least satisfaction from the results of any of these faculties.

Table 4.2 Average Number of Students (sum of all faculties) by Year and Type

Year	Average Appeared (Number)	Pass Rate (in %)	Fail Rate (in %)
1998	27435	29.9	70.1
1999	15057	34.5	65.5
2000	28148	32.1	67.9
2001	31526	29.4	70.6
2002	29087	33.1	66.9
2003	12564	30.8	69.2
2004	10480	33.9	66.1
2005	10932	46.3	53.7
Average:	20653.6	33.75	66.25

Source: TU results 1998 – 2005

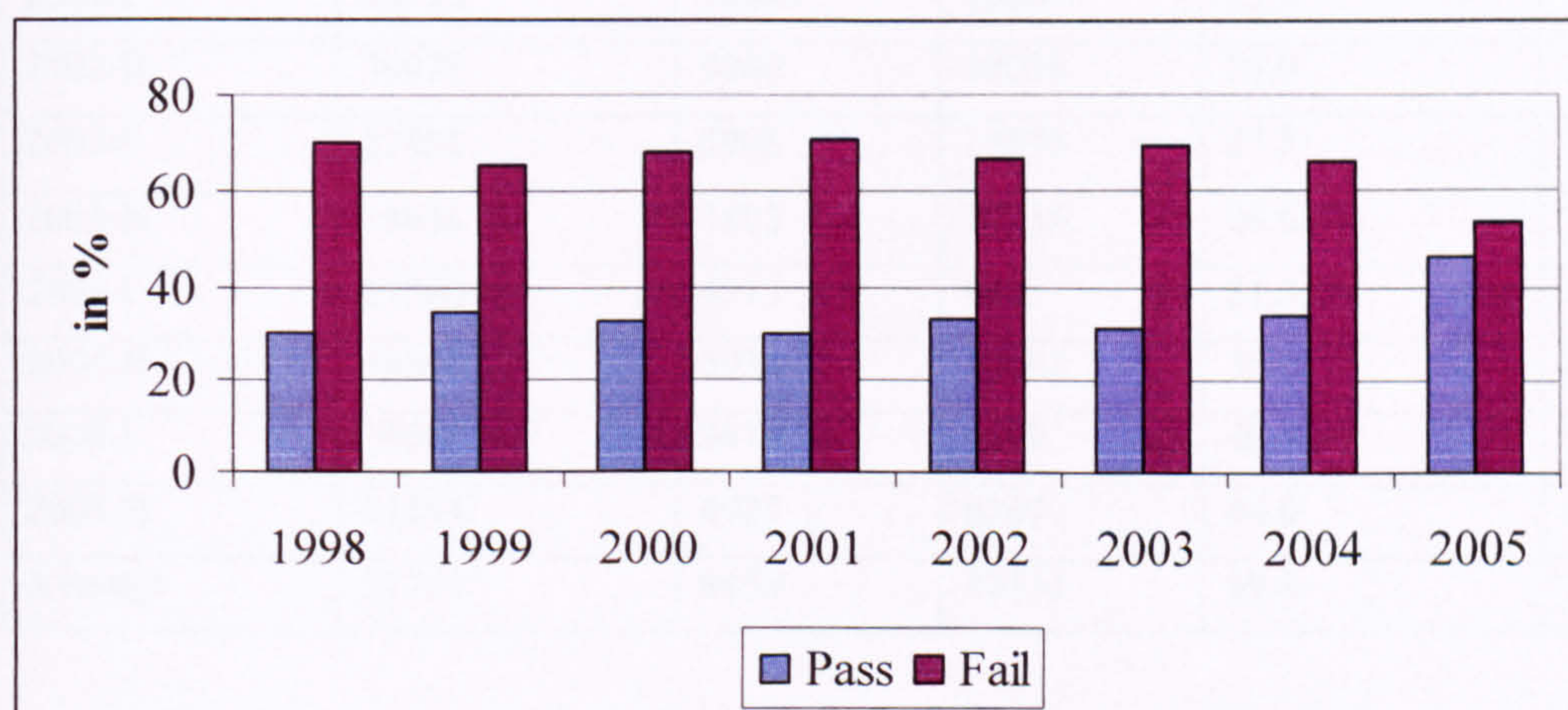
The Table 4.2 presents the average figures of the results of all the students of those three faculties from the beginning (1998) to the latest results (2005). The average appeared figures are summed up and averaged from the sum of the first and second year of the three faculties each year. Finally, the average pass and fail percentage figures are presented.

The data shows that the highest pass rate is 46.3% in the 2005 and the lowest pass rate is 29.4% in 2001. The Table 4.2 shows that the average pass rate of all the faculties in both the first and second year from 1998 to 2005 is 33.8%, which proves that there is no fundamental improvement in the standard of the results in the last eight academic years.

There may be different reasons behind the low rate of success. There are different public perceptions on the reasons of failure. One of the main reasons is accepted as political situation of the country because the country has been suppressed by the 10 years Civil War of the Maoists. Whenever there is a political crisis in Nepal, it directly affects the academic life of the university students as the political activities begins from the university students as a result continuous strikes and mobs intervene the studies. However, the country was most affected by the worst political situation in 2005 due to the Civil War launched by the Maoists but in contrary the results show that the university has got the best results in the year 2005. It shows that the instability in politics of the country is not only reason of the failure of the university students.

The bar diagram in Figure 5.3 below presents the year wise results in average of all the faculties from 1998 to 2005. It provides clear-cut vision of achievement of these three faculties in chronological order.

Figure 4.3 Average Results of all the Faculties by Year (1998-2005)



Source: TU results 1998 – 2005

The brown bars represent the fail percentage and the blue bars represent the pass percentage in this diagram. The diagram makes clear that the number of failed pupils is always about 70% and the average pass rate is 30% accept little bit more than 40% in the year 2005. Thus these results in the Figure 4.3 reflect the chronological data of

the average results of the university and prove that success rate of the university is 30 % only.

Though the average results of these three faculties show a poor pass rate, there is the possibility to vary the results in different faculties. Therefore, faculty wise data are presented below in Table 4.3:

Table 4.3 The Result Structures of Humanities and Social Sciences

Year	In Number			In Percentage	
	Total	Pass	Fail	Pass	Fail
1998-I	42206	12776	29430	30.3	69.7
1998-II	35267	11157	24110	31.6	68.4
1999-I	41157	9716	31441	23.6	76.4
1999-II	32237	14973	17264	46.4	53.6
2000-I	51186	13757	37429	26.9	73.1
2000-II	29700	6945	22755	23.4	76.6
2001-I	55076	14007	41069	25.4	74.6
2001-II	39356	13198	26158	33.5	66.5
2002-I	45753	10485	35266	22.9	77.1
2002-II	39979	9940	30039	24.9	75.1
2003-I	21481	5908	15573	27.5	72.5
2003-II	14618	3883	10735	26.6	73.4
2004-I	13760	4313	9447	31.3	68.7
2004-II	16596	5934	10662	35.8	64.2
2005-I	19068	9419	9649	49.4	50.6
2005-II	11194	4927	6267	44.0	56.0
Average	31790	9459	22331	29.8	70.2

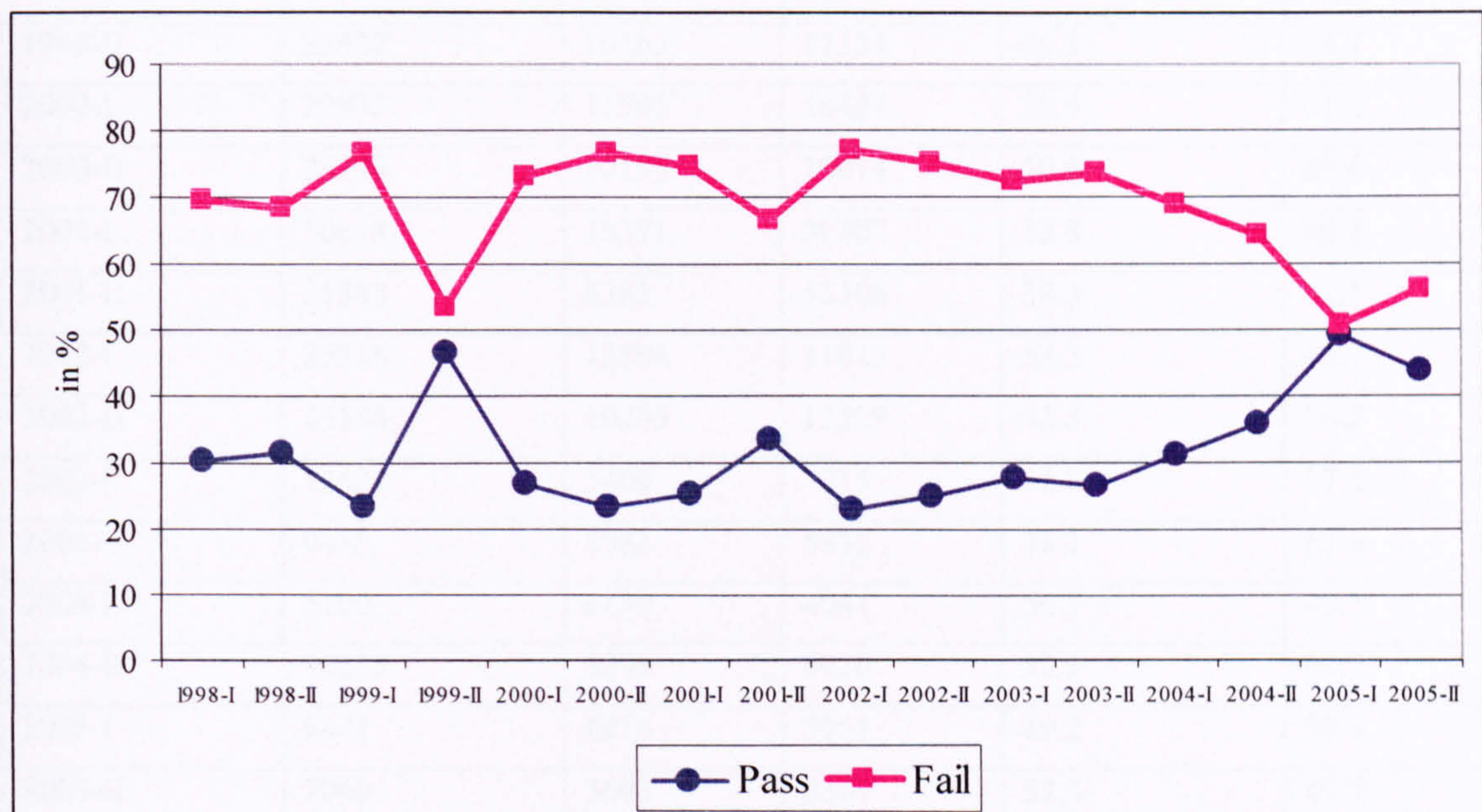
Source: TU Results from 1998 – 2005

The Table 4.3 clarifies that the result of the first year in 2005 has scored the highest pass rate (49.4%); whereas the result of the first year in 2002 has scored the lowest pass rate (22.9%). It means the highest unsuccessful rate is 77.1% in the first year of 2002 and the lowest unsuccessful rate is 50.6% in the first year of 2005. The highest

or the lowest result of only one year can not represent all the academic results and for this the average pass rate should be viewed and that is only 29.8% which is in fact a very low result whereas the average fail rate is 70.2%, which is devastating.

Figure 4.4 below will give clearer picture of the chronological data of the results of both the first and second year of the exams. The pink line represents the failure rate in percentage and the blue line represents the pass rate in the diagram.

Figure 4.4 The Results Structure of the Faculty of Humanities



Source: TU results 1998 -2005

The line diagram in Figure 4.3 reflects that the best result was in the first year of 2005 (50%); the second highest result is in the second year of 1999 (45%) and the third highest is in the second year of 2001 (44%). There is no consistency in the results of last eight years. There is also a big gap between the results of the first year and the second year exam of 2005 which are 50% and 44% respectively. However, these two results look more consistent than the rest ones and seem to be improved in the last two years but still there is no place to take satisfaction.

The results of faculties of Management and Education need to be reviewed to compare the effectiveness of the faculty of Humanities and Social Sciences. Therefore, the results of the faculty of Management will be reviewed in Table 5.4.

Table 4.4 The Result Structure of the Faculty of Management

Year	In Number			In Percentage	
	Total	Pass	Fail	Pass	Fail
1998-I	26518	9543	16975	36.0	64.0
1998-II	23203	7916	15287	34.1	65.9
1999-I	26240	9611	16629	36.6	63.4
1999-II	22537	10203	12334	45.3	54.7
2000-I	29932	11505	18427	38.4	61.6
2000-II	20209	10195	10014	50.4	49.6
2001-I	30678	10371	20307	33.8	66.2
2001-II	21888	8382	13506	38.3	61.7
2002-I	25318	13506	11812	53.3	46.7
2002-II	23584	10255	13329	43.5	56.5
2003-I	12621	5406	7215	42.8	57.2
2003-II	9415	3583	5832	38.1	61.9
2004-I	8200	4159	4041	50.7	49.3
2004-II	10218	3298	6920	32.3	67.7
2005-I	9971	4910	5061	49.2	50.8
2005-II	7060	3693	3367	52.3	47.7
Average	19225	7909	11316	41.1	58.9

Source: TU Results 1998 – 2005

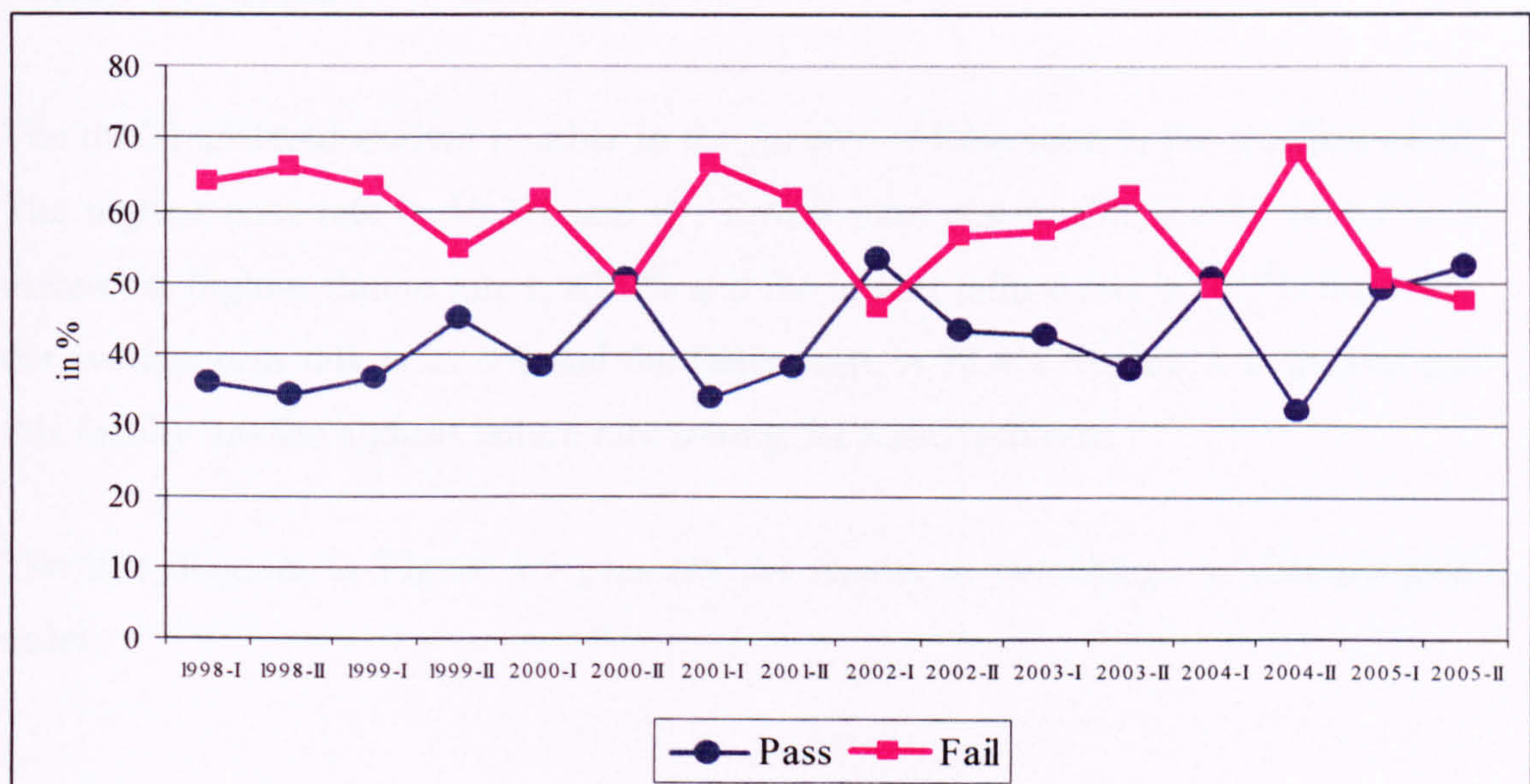
Table 4.4 present all the results of the first and second year exams from 1998 to 2005 with the total number of students, pass and fail in total and in percentage as well as in the average. The highest number of students (30678) took the exam of the first year in 2001 and out of them only 10371 (33.8%) passed and 20307 (66.2%) failed. Whereas, the lowest number of students (7060) took the exam of the second year and out of them only 3693 (52.3%) passed and 3367 (47.7%) of them failed the exam.

The highest pass rate (53.3%) was in the first year exam in 2002 and the lowest pass rate was (32.3%) in the second year exam in 2004. It means the highest failure rate was (67.7%) in the second year exam in 2004 and the lowest failure rate was (46.7%) in the first year exam in 2002.

The failure rate in the faculty of Management varies from 46.7% to 67.7% which, in average 58.9%, which is really a big failure of the faculty. However, the failure rate is smaller in comparison to the faculty of Humanities and Social Sciences (70.2%) in average. The average success rate in the faculty of Humanities and Social Sciences is 29.8% whereas, the faculty of Management is 41.1% and in this sense faculty of Management seems to be more successful.

The line diagram at Figure 4.4 will give a clear sight of the results of the first and second year exam in the faculty of Management in the chronological order:

Figure 4.5 Line Diagram of the Result Structure of the Faculty of Management



Source: TU results 1998 -2005

The pink line represents failure percentage and the blue line represents pass percentage. Though the failure rate in this faculty is too high (67%). However, these results will be compared with the results of the faculty of Education.

The Faculty of Education has introduced the curriculum of the EFL only in the first year of the two years programme therefore the results for only the first year will be analysed here.

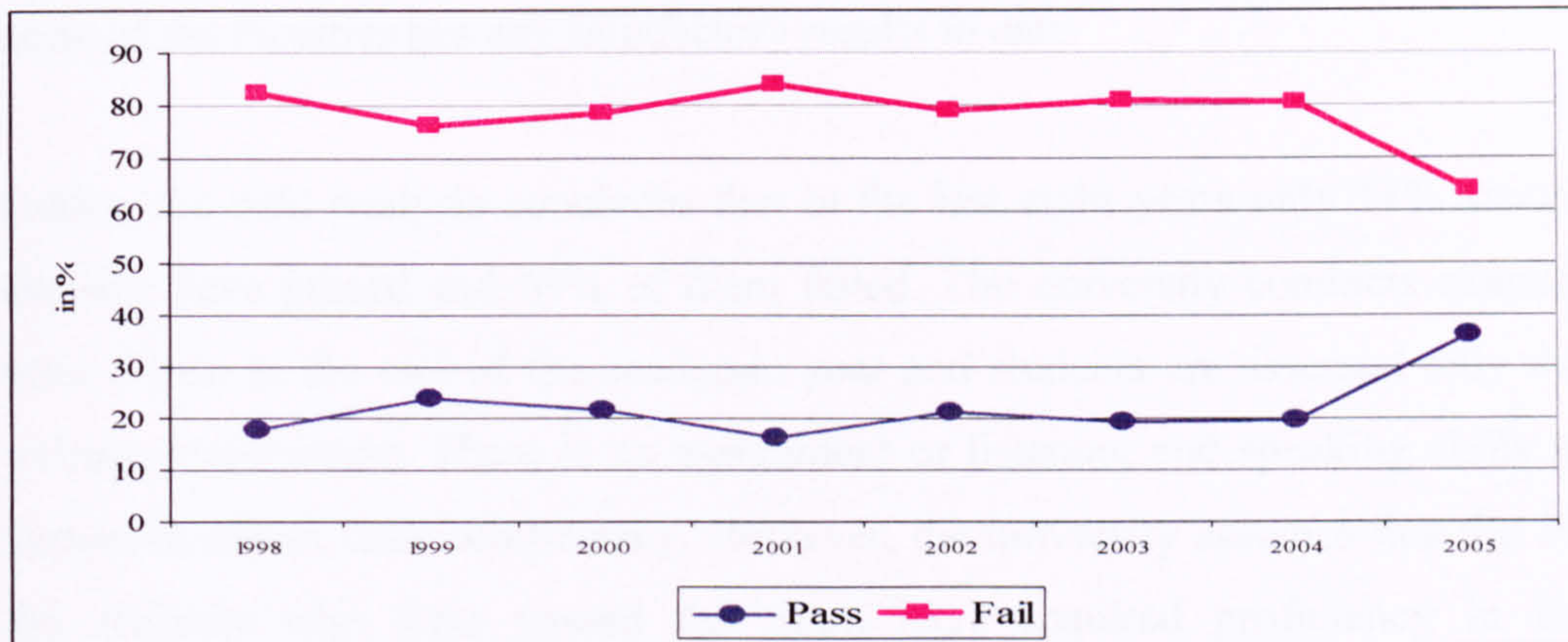
Table 4.5 The Result Structure of the Faculty of Education

Year	In Number			In Percentage	
	Total	Pass	Fail	Pass	Fail
1998	9981	1761	8220	17.6	82.4
1999	7577	1804	5773	23.8	76.2
2000	9715	2082	7633	21.4	78.6
2001	10633	1707	8926	16.1	83.9
2002	10803	2272	8531	21.0	79.0
2003	4683	899	3784	19.2	80.8
2004	3627	707	2920	19.5	80.5
2005	7366	2674	4692	36.3	63.7
Average	8048	1738	6310	21.6	78.4

Source: TU Results 1998 -2005

The total registered student number in the faculty of Education is the smallest of all. The highest pass rate is 36.3% and the lowest pass rate in this faculty is 16.1%. It means the highest failure rate is 83.9% and the lowest failure rate is 63.7% therefore, the average pass rate is 21.6% and the failure rate is 78.4%. Hence, it is proved that this faculty has the highest failure rate among the three faculties.

The line diagram in Figure 4.5 presents the results in percentage in chronological order:

Figure 4.6 The Line Diagram of the Result Structure of the Faculty of Education

Source: TU results 1998 - 2005

The pink line represents the failure rate and the blue line represents the pass rate. The blue line shows pass percentage to be the most consistent among the three faculties but the worst point in this faculty is that all the results are the worst of all the faculties. However, in the year 2005 the result has been dramatically improved to 36% percent.

4.3 Summarising the Quantitative Data Analysis

The analysis of the secondary data has found out that the new curriculum of EFL in the tertiary levels has not been effective as only about 30% of students pass the exam in average. The faculty of Humanities and Social Sciences recruits the biggest number of students (31790) in average whereas the faculty of Education recruits the smallest number (8048) in average. The faculty of Management has the highest success rate, in average (53.3%) and the lowest success rate (21.6%) is in the faculty of Education.

The faculty of Humanities and Social Sciences had maintained constant improvement from 2002 (22%) to 2004 (50%) but dropped down by 5% in 2005. The results of the faculty of Management do not show any consistency but has achieved the best result in average 41.1% whereas the faculty of Humanities and Social Sciences in average

29.8% and the least successful is the faculty of Education in average 21.6%. Thus, none of the faculties has any satisfactory results to date.

Hence, the data analysis concludes that in the last eight years only 31% students in average have passed and 69% of them failed. The university conducts examination once a year at the end of the academic year and students are assessed only through written examination. There is no assignment or listening and speaking skills testing system to assess their competency. However, the university assumes that the 31% of the students who have passed the exam have acquired proficiency in English language.

This study intends to research if the so called successful 31% of the students have achieved one of the objectives of EFL curriculum in the tertiary level in the TU which is to enable the students to communicate with the native speakers of English. Moreover, the study will endeavour to find out the best method of acquiring oral competence in English for the Nepalese pupils and their conceptions of improving the curriculum of the EFL in TU. For this, empirical data has been collected through interview method which will be analysed in the second phase of this chapter.

DATA ANALYSIS – 2

4.4 The Analysis of Qualitative Data

Altogether 25 interviews held and the interviewees generally discussed the following four areas of their lived experience:

- their personal experience of communicating in English with the natives
- their personal experience of learning the EFL in the TU
- their personal experience of acculturating in an English society
- their personal perceptions of improving the EFL curriculum in the TU

4.4.1 Codes and coding of data

When transcribing the taped interviews was over, I read all the transcripts and reread them to make sense of the totality of the data. Then I developed preliminary list of coding categories. For this, I went through all the data and marked each unit with the appropriate coding category. This involved scrutinizing sentences carefully and judging what codes the materials were relevant. The idea of jotting down as many categories as possible (Miles and Huberman 1992) is found very helpful to manage the data and coding. The notes and the memos jotted down during the interviews played vital role to relate the interview and transcript.

After generating these preliminary coding categories, I assigned the codes abbreviations and then read through the interview transcripts and coding categories once again. The coding categories were modified and some new categories were developed. However, some of the units of data are overlapped as they are involved in more than one category.

Major codes are found to be more general incorporating a wide range of activities, attitudes, and behaviours. These major codes were broken into smaller categories using sub codes.

The ultimately developed codes relate to those different aspects the focus group discussed on and named to reflect the types of data derived. These were pattern, descriptive and interpretative codes (Miles & Huberman 1994). The sub codes are derived from the main codes. The coding of the data has been presented below:

Table 4.6 Interview Coding Frame

Types of codes	Main codes	Mode of Codes	Sub codes
Pattern Code	PS	Perception of self	-----
		Oral communicative competency	- OCC
		Listening and speaking skills	- LSS
		Strange language	- SL
		Different pronunciation and confusion	- DPC
		Apology	- APL
		Embarrassing and Inferiority	- EI
	PA	Perception of Acculturation	-----
		Effectiveness of acculturation	- EA
		Social force	- SF
		Imitation	- I
		Implementation of monitoring process	- IMP
		Improvement in oral competency	- IOC
	PT	Perception of Teachers (PT)	-----
		Efficiency of the teachers	- ET
		Less trained teachers	- LTT
		Carelessness of the teachers	- CT
		Lack of willingness to improve their efficiency	- LWL
	PC	Perception of Curriculum	-----
		Poor teaching environment	- PTE
		Text books	- TB
		Teaching methods	- TMTD
		Text materials	- TMTR
		Examination	- E

		Achievement	- A
Descriptive Code	PEFLCC	Problems in the EFL Curriculum and their Causes Poor teaching environment Teachers Teaching methods Teaching materials Library Teachers' concept Students' concept	----- - PTE - T - TMTD - TMTR - LIB - TC - ST
Interpretative Code	SIEFLC	Suggestions to Improve the EFL Curriculum Teaching environment Native teachers Well trained non-native teachers Combination of native and non-native teachers Teaching methods Teaching materials Class size Change in teachers' concept Change in students' concept	----- - TE - NT - WTNT - CNNT - TMTD - TMTR - CS - CTC - CSC

Source: Empirical research 2005/06

The pattern codes describe the interviewees' perception in four different patterns. The patterns are perception of self, perception of acculturation, perception of teachers and perception of curriculum. These codes cover a wide range of categories. However, the perception of self and acculturation describe experience of speaking English with the natives in the UK whereas the perception of teachers and curriculum describe interviewees' experience of learning English in the TU therefore they will be analysed further accordingly.

The descriptive codes describe the interviewees' perception of problems in the EFL curriculum. This code covers ex-students' perception of the EFL teachers and perception of the EFL curriculum in the TU. Some of the categories from this code overlap the categories of the pattern codes as the areas of the sharing are the same though in different aspects.

The interpretative code discusses the solutions to improve the EFL curriculum of the tertiary levels from the point of view of the ex-students of the same university. Many categories of this code overlap the categories of the descriptive codes as under this code the interviewees endeavour to give solution to the problems raised in the descriptive code.

4.5 Experience of Speaking English with the Natives in the UK

Most of the interviewees began sharing their experience of speaking English as a second language with the native speakers in the UK. They discussed different experiences and perceptions that they went through from the early days of arrival to the days they were interviewed.

Almost all of the participants frankly shared their experiences as far as they could. While sharing their experience of speaking English with the natives in the UK, they mainly talked on how competent they found themselves on oral communication with the natives of the UK and secondly they expressed their observation on how the English society and culture have helped them to improve their knowledge on English within their stay. Hence, their experiences can be put into two different groups: Perception of self and Perception of Acculturation.

4.5.1 Perception of self (PS)

All the interviewees discussed their self perception of their lived experience on communicating with the natives on their early days in the UK. Almost all of them revealed that when they arrived in the United Kingdom they could not communicate

with the natives for many weeks. They shared their experiences on different situations they had gone through. Some of the common perceptions of themselves in their early days in the UK they shared are their competency on oral skill, state of deaf and dumbness, strangeness, confusion, embarrassing, inferiority, apology, and gradual improvement in oral communicative competency:

4.5.1.1 *Oral communicative competency (OCC)*

All of the interviewees found speaking English with the native speakers very difficult in their early days in the UK. They found the natives speaking very quick and in different accent. The following expressions from the interviewees give clear picture on their early days' experiences in the UK:

Very difficult! Its really difficult to understand them speak. They speak so quick but I really like the sound they produce while speaking. INT 17/PS- OCC

Speaking English with the British people has been different than I was thinking when I was in Nepal. I have experienced really hard to communicate in English with the British people. INT 25/PS - OCC

... people here do not understand me and I can not understand them. INT 12/PS – OCC

These pieces from different interviews give general idea that the interviewees found speaking English difficult in their beginning days. It's because the native speakers speak quickly, use slang words and speak differently (British accent). Neither the natives nor the Nepalese understood each other speaking English.

Some of the interviewees explained more about their experiences of speaking to the British people on their early days. They really could not understand people in the market:

Their pronunciation is different from our teachers so that it is very difficult to understand them but I am getting better within these eleven weeks. When I came here in August I could not understand anything. The next day of my arrival my mother took me to a Sunday market. I found people bargaining and buying. I spent there for almost two hours but I could not understand any word except 'Thank you'. ... INT 23/PS – OCC

Though all of the interviews arrived in the UK after the completion of their tertiary level education with general the EFL course, they could not understand official people in immigration office or formal lectures in their colleges in the UK. Thus they share their lived experiences:

... when I arrived at the Heathrow airport, I hardly understood the Immigration Officer. When I went to the market, it was more difficult to understand them. When I went to the college I could not understand the teachers. I thought I would not be able to study here. But gradually I am being able to understand them. INT 21/PS –OCC

4.5.1.2 *Listening and speaking skills (LSS)*

Many of the interviewees disclosed that they found themselves in the state of deaf and dumb since they could not communicate at all with the natives due to various reasons which they explained thus:

Our teachers in Nepal speak differently. I could understand the teachers there but when I came here I could not understand people at all for the first few weeks. I felt I was a dumb. When British people spoke, I heard only some kind of music in my ears but did not understand them at all. I think, ... even our teachers will not understand these people if they come here. INT 6/PS - LSS

... I have almost been a deaf and dumb. I still say 'sorry' many times. And if I need to do some official works, I need to take some one who can understand

better and interpret. But, when they speak slowly and repeat a few times then I understand. INT 16/PS – LSS

4.5.1.3 *Strange experience of communication (SEC)*

As they found themselves as if deaf and dumb and could not communicate with the natives, they felt English to be a strange language though they had learnt British English for 10 years in school and additional two more years in their tertiary levels. They experienced people in the UK speaking differently. Some of the typical experiences of the interviewees are:

Umm ..., it is something like trying to do something new every time I speak to the British people. I ... I had never found so difficult to speak English in my life in Nepal. I was good at English in my school and in my campus as well. I always achieved good marks in my exam but when I came here I found English different from I learnt in Nepal. INT12/PS -SEC

... But when I came here English became a completely strange language to me. People spoke differently here. I knew that they were speaking English but could not get any clue. INT 13/PS - SEC

I am experiencing like I am learning a new language now. INT 6/PS - SEC

Thus the interviewees found themselves in a state of deaf and dumb but they realised that it was due to the different pronunciation of the natives.

4.5.1.4 *Different pronunciation and confusion (DPC)*

All of the interviewees realized that they and their teachers used to speak English differently. Though they had learnt British English in the TU they found their way of speaking English was simpler whereas they found natives speak differently which made them hear the familiar words different and get confused:

Yes, we learnt British English in university. That's true. But the teachers speak there (Nepal) and the people speak here (UK) are quite different. I ... I think it is because we are not used to speak to British people. INT 21/PS – DPC

... Our teachers speak very simple way and we did the same but people here speak in different style. I find as if they (British) speak only half of the words. INT 21/PS –DPC

We do not use any stress on any words while speaking English and... INT 6/PS - DPC

Some of the interviewees discussed in depth on their ideas of different pronunciation. Participants who had been staying ten or more weeks were found to be able to compare the pronunciation of common words between they used to do and the natives do in the UK:

... it is the word stress which makes the English people speak here sound different. INT 12/PS - DPC

... for example we say /watər/ but people here say /'wət:/ (laughter) ... and we say /met/ but they say /'mait/ (laughter). INT 6/PS – DPC

4.5.1.5 *Apology (APL)*

Apologizing was very common among the new comers as they could not understand the natives. They were obliged for apology to succeed a conversation. They often felt embarrassed as they could not understand though the natives repeated several times and also the natives could not understand their English. For example one experience of one of the interviewees is like:

I got a job in a Nepalese restaurant on the fourth week of my arrival. The next day I had to work as a receptionist. My duty was to receive the phone calls

and customers. The phone rang and I received it. It was a male voice and the conversation went thus:

The voice: "May I book a table four four, four tomo ... evning, please?"

I: "Sorry, four table?"

The voice: "No no, one."

I: "OK, one table. How many people?"

The voice: "Four people only".

I: "What time you are coming?"

The voice: "eight eight."

I: "Eight o'clock this evening?"

The voice (crossed): "Oh my God! ... Ooff ..., "OK OK, listen, one table, four people, tomorrow, eight P.M. you understand?" INT 3/ PS - APL

I still can not understand them well so I always apologise with 'sorry'. I understand some times but some times I can not understand though they repeat many times and I feel embarrassing. INT 16/PS - APL

Almost all of the interviewees agreed that they had to apologize many times while communicating with the natives in their early days but gradually they apologize less on their later days because of their improvement in English.

4.5.1.6 *Embarrassing and inferiority (EI)*

The feeling of deaf and dumbness, apologizing for many times and being unable to communicate to the natives made them feel embarrassing. All these situations had an impact of inferiority on them:

We never learnt such pronunciation and I can not speak in that way but I want to do it. When I speak to them they do not understand me. I think they do not try to understand. They do not listen carefully when we speak. INT 17/PS- EI

It is embarrassing when I can not or they can not understand. INT 25/PS – EI

Umm... what I experienced is that we have not learnt proper British English. We did not learn to pronounce correctly so that it is being difficult and ... and also I do not have adequate vocabulary. INT 21/PS-EI

Thus, some of the interviewees think that they lack knowledge of English whereas others realize that they do not have British accent and some other think that they can not pronounce properly. The other cause that makes them feel inferior is that they lack fluency in oral communication.

These experiences of the interviewees make clear that the pupils who have been to the UK after the completion of the tertiary level education are not able to communicate with the natives therefore the university has not been able to meet the objectives of teaching them English structures in a communicative context and for communicative purpose (Syllabus 1997).

4.5.2 Perception of acculturation (PA)

All the interviewees accepted that they have been acquiring English language effectively by living in English society and agreed that acculturation as the best way of learning a second language. They gave their various ideas on acculturation. They found it fruitful as they could imitate the natives and found the society forcing to acquire more. Moreover, they had opportunities to correct their acquired knowledge with the learnt knowledge and learnt knowledge with the acquired knowledge. In the interview, they mainly focused on effectiveness of acculturation, social force, imitation, implementation of monitor process, and improvement in oral communication.

4.5.2.1 *Effectiveness of acculturation (EA)*

All of the interviewees strongly agreed that acculturating in the English society is the best way of acquiring English language especially for oral competency. Living together in a society helps learners of the ESL to acquire English language and culture. The following pieces from different interviews give clear picture of how these elements assisted them to learn:

... umm, the custom of complements like saying 'Thank you' and 'sorry'. You know that I knew the meaning of the words like 'Thank you' or 'Sorry' but we hardly use those words in our everyday life. INT-6/PA – EA

In my experience, living in English society has been very helpful to learn many things simultaneously. I am learning pronunciation, new words, social system, religion and culture etc. all together. INT 19/PA – EA

Learning English in English culture is really effective to learn proper English, specially, for oral skill. It is possible to learn a lot in a short span of time by being in English society... INT-6/PA- EA

4.5.2.2 *Social force (SF)*

The participants believe that acculturation is the best way of learning a second language. They find that the society they are living in is forcing to learn proper English and they are correcting what they know and learning more. Therefore they accept society as the teacher:

I am correcting my pronunciation by listening to the English people and copying them. Yes, I am always conscious and mostly about the pronunciation. Actually, you know, the society is forcing me to speak correct English because if I don't speak correctly, with correct pronunciation, then they do not

understand so that I must speak correctly and it has made me learn proper English. INT-6/ PA- SF

Learning English living in an English society is obviously effective. Living in English society, we get opportunity to hear many people everyday that helps to make correct pronunciation. And if I do not speak like them (natives) they do not understand so that I am forced to speak like them. INT-19/PA – SF

Thus all of the interviewees strongly agreed that acculturation is the most effective way of learning a second language. Thus they found that acculturation is an effective way for learning oral skill.

4.5.2.3 Imitation (IMT)

Some interviewees revealed that they were learning oral skill in a mature way. As a process of learning from the society they listened to the speakers carefully and asked them to repeat if they did not understand and at the same time they watched the speakers' lips and tongue while speaking and imitated them. In their words:

Well, wherever I go I try to speak to the people I meet. I listen to them carefully, and ask them to repeat if I do not understand. I do not shy. I keep asking the meanings of words as well. I also see at their mouth and lips as one of my friends suggested and then I copy them. Int-12/PA- IMT

It is very effective to learn English staying in an English society. I learn from everybody I meet. I listen to them and copy them to pronounce the words correctly. Not only pronouncing correctly I am also learning new things everyday. INT 25/PA – IMT

Umm ... let me give you an example. Um ... OK, we used to say /buckin-gham/ without any stress but when I came here and went to see the palace I found

people saying /buckingh-am/ with stress on /b/. Then, I started pronouncing as /buckingh-am/ with stress on /b/. That's how I am learning here. INT 23/ PA - I

Living in the English society, Nepalese people find themselves learning different ways of expression and they experience that they are developing their fluency with it. For example:

... Well, I always used to say 'How are you?' and I did not have any other way to say it. But here, I learnt to say the same thing in many ways like, 'How you doing?' or 'What's up?' or 'You all right?' INT-21/PA – I

These expressions show that acculturation has forced them to acquire practical language (though informal) in a natural way. The vital point of acculturation is that it helps to acquire new words, phrases and sentences from the culture and different ways of expression from the society and force them to pronounce correctly.

4.5.2.4 Implementation of monitor process (IMP)

Some of the interviewees who had been staying in the UK for more than eight weeks said that they correct their acquired knowledge in oral English with the knowledge in grammar that they had learnt in Nepal. It makes clear that they monitor the new knowledge with the grammatical rules that they already know. For example:

... I correct the English I acquire here with the grammar I have learnt in Nepal. I think my grammar is Okay. Sometimes I find people here using double negative to make a negative statement. INT 12/PA – IMP

Well, the grammar I learnt in the TU has been quite helpful to make correct sentences. I am also correcting the pronunciations I learnt in Nepal with the one I learnt from here. INT 24/PA – IMP

Well, the grammar I learnt in Nepal has been helpful to acquire more English. When I learn a new word a phrase, then I try to use that word or the phrase into a sentence for myself. INT 16/PA – IMP

Some of the participants were found very conscious in acquisition and production of language. They carefully listened to the speakers for the pronunciation and imitated them. They also checked the grammar that people use here in the UK with the knowledge that they have received from the TU. For example:

Ahhh ..., I listen to the people speak and try to imitate them. When I learn a new word or something new then I copy it and think about the grammar I have learnt. I am improving my communicative skill by listening and imitating and correcting by using the grammar I know. INT 23/PA – IMP

Many of the interviewees were found monitoring their learned pronunciation by acquired pronunciation. It shows that as ‘acquired knowledge’ can be monitored by ‘learned knowledge’ in the case of grammar, the ‘learned knowledge’ also can be monitored by ‘acquired knowledge’ when it is a case of pronunciation.

4.5.2.5 *Improvement in oral communication (IOC)*

All of the interviewees opined that they were improving their competency in oral communication within their less than 12 weeks of their acculturation in the UK. In their words:

I think I am improving now. When I arrived at the Heathrow airport I hardly understood the Immigration Officer. When I went to the market, it was more difficult to understand them. When I went to the college I could not understand the teachers. I thought I would not be able to study here. But gradually I am being able to understand them. INT 21/PS – IOC

Yes! (laughter) Now I understand ... I think ... some teachers 25% to some other 15% or 10% only. INT 13/PA - IOC

... I am sure that I have learnt a lot within the last two months and I do believe that I have learnt correct English. Not like in Nepal. I am learning so many new words everyday; for example, names of the English food, drinks and so many words like that (pause) and practising them every day. INT-6/10 PS - IOC

Thus, all of the interview participants have strongly agreed that they have been improving their oral competency in English by acculturating in the English society. It makes clear that acculturation is an effective way for acquisition of oral competency in English.

4.6 Experience of Learning English in Tribhuvan University

All of the interviewees were from Tribhuvan University (TU) after the completion of the tertiary education though they were in different campuses in different parts of the country. While discussing the experience of learning English in the TU they shared their experiences mainly on two areas: Perception of Teachers and Perception of Curriculum.

4.6.1 Perception of teachers (PT)

Majority of the interviewees evaluated their teachers from different angles, i.e. their efficiency in English language, teaching methods, teaching materials, their conception of English language, and their activities to improve their efficiency. Their Perception of Teachers (teaching methods and teaching materials will be discussed under the Perception of Curriculum as it would be more appropriate) are discussed below:

4.6.1.1 *Efficiency of the teachers (ET)*

All of the interviewees have a general perception that their teachers of English in the TU are incompetent in oral skill though have a good knowledge at grammar. They experience that they can not speak English in proper way since they do not have British accent. Moreover, they find the teachers' competence no better than theirs.

They do believe that neither the natives can understand them nor they can understand the natives.

The teachers there (TU) do not speak English like people speak here. I also could understand them but I can not understand people here. INT-13/PT-ET

The English that we heard from the teachers is useless. Umm ..., written is fine and reading also, I think OK but spoken is the worst. INT-6/PT- ET

I bet that our 99% of teachers will not be able to understand the people speaking here. INT 16/PT – ET

Some of the interviewees gave a sarcastic scenario of their teachers' way of speaking English. When they arrived to the UK and stayed a few weeks with the natives then they understood that their teachers did not speak with proper word or sentence stress while teaching the same topics:

Even the teacher did not speak with proper word stress or sentence stress while teaching the same thing. INT - 6/PT- ET

Though the participants pointed the teachers' weakness for making them incompetent in oral skill, they appreciate their teachers for their grammar teaching skill. In their words:

I think our teachers were better in grammar than these people here. INT 23/PT-ET

I always scored good marks in grammatical questions in the exam. If you do not believe you can give me an exam, (laughs) ... INT-6/PT - ET

While comparing the TU with native society for grammar learning situation and they believe in the TU than the native society for learning proper grammar:

... but the TU is better for learning grammar as far as I experience. INT-6 PT – ET

The teachers in the TU are very good in grammar teaching but I do not know why they can not pronounce English properly. May be it is because they also learnt English from Nepalese teachers and ... INT 15/PT- ET

These interviewees perceive that the English language spoken by the teachers sounds something different rather than English, which is described as Nenglish as they speak English words in Nepalese tone:

Our teachers' English is no different than Nepali. INT 22/PT - ET

... mixture of English and Nepalese so that I would rather say Nenglish (English + Nepalese). So, I say its Nenglish. I was learning Nenglish in Nepal and now learning English in England. INT 16/ PT – ET

We learnt Nenglish in TU. No body understood my Nenglish here in the UK and I could not understand their English so I am trying to change my Nenglish into English. INT 22/ PT – ET

4.6.1.2 *Less trained teachers (LTT)*

The participants guessed that their teachers of EFL have never got any teaching training. They have never heard teachers taking off for any training. They think that if they had any training they would have taught different topics applying different methods. Therefore they put their ideas thus:

I do not think teachers of EFL get any training. Neither I have heard any time taking training nor ever experienced any different teaching methods they applied. INT 3/ PT – LTT

If they were well trained on oral skill, then we would have opportunity to learn proper oral skill in the university and we would not be in problem for communication like now. INT 19/ PT – LTT

4.6.1.3 *Carelessness of the teachers (CT)*

Most of the interviewees perceive their teachers to be careless in teaching. They do not care if the students do not understand the lesson:

May be they think they do not have time to answer all the students but also they never ask if the students have understood his teaching. INT 14/ PT - CT
We had the same teacher in the first and second year. He just completed more than half of the books both of the years. So, how could we do good in the exam? INT 3/ PT – CT

4.6.1.4 *Lack of willingness to improve their efficiency (LWI)*

The interviewees had similar concept that the teachers of English in the TU lack willingness to improve their efficiency both in oral and teaching skills. If they had improved their teaching skills they would have used that while teaching us. They also know that they do not have British accent but they do not try to improve it. In the words of interviewees:

My English teacher was my neighbour and I have never seen the teacher listening radio or watching television or reading papers. I think the teachers do not concern to improve their oral skill. INT. 19/PT – LWI

I do not think that teachers are doing anything for improving their skills. If they had practised something like that (learning techniques) or if they had any idea, I think they would have suggested us to do something like that (learning techniques). And, on the other hand if they had tried to improve themselves, we would have found them different. INT. 21/PT - LWI

Thus the participants unveiled the weakness of the teachers of EFL in the TU that is they never try to improve themselves on their English efficiency.

4.7 Perception of Curriculum (PC)

The interviewees also shared their perception on the EFL curriculum that they had studied in the tertiary levels in the TU. Most of them gave similar ideas on teaching environment, text material, teaching methods, teaching materials, home works, assignments, examination, and class size.

4.7.1 Poor teaching environment (PTE)

Discussing the EFL teaching environment in the TU, the majority of the interview participants strongly argued that the university has a poor teaching environment. They realized that they had been taught the EFL in a wrong way as they had never taught pronunciation. Following comments give a clear picture of the teaching environment in the TU:

I think we are taught in a wrong way in our schools and campuses. I feel that we are never taught correct pronunciations. Now I understand learning a language means not only learn to read and write but the real meaning of learning is to pronounce the words correctly. INT 6/ PC - PTE

No, never. We just learnt ... how can I explain you ... umm ..., we did everything in written. Yes, I remember, we learnt word stress, intonation patterns, prepositions, articles everything in written. INT6/PC - PTE

All of the interviewees commented on the teaching methods of the teachers. All of them claim that there is a poor teaching environment. Teachers do not use proper methods for teaching. For example teaching intonation pattern, word stress by giving notes and asking students to make by heart are common in the TU:

... The teachers wrote the rule on the blackboard and we copied and rote it for the exam. I rote a lot of grammatical rules and made by heart. I still remember, for example 'Simple statement = Falling tone, Yes/No question = Rising tone etc. INT6/PC - PTE

The teachers always gave lectures and if we asked then they would write answers on the blackboard but some teachers did not like to write answers. All most all of the teachers read the book and explained in Nepalese. INT-13/PC – PTE

The teachers always gave lectures and if we asked then they would write answers on the blackboard but some teachers did not like to write answers. All most all of the teachers read the book and explained in Nepalese. INT-13/PC – PTE

These experiences of the interviewees show that the EFL teaching environment of the university is really poor.

4.7.2 Text books (TB)

When asking their views text books and text materials, all most all of the interviewees responded positively. Most of them were found preferring the book 'Meaning into Words' which is based on the UK and published by the University of Cambridge. They found the book very practical and realised that the books were typically for learning British English and they complained that their teachers could not teach the books properly:

The text books, umm ..., the text books are excellent. They are very nice books now I understand but the teachers did not use the text book properly.
INT 6/ PC - TB

The text books are very nice. The books are about England and English culture and on communication of English people but the teachers could not teach the books INT 12/PC - TB

The interviewees concluded that the problems were not due to the text books or text materials but due to the teachers and teaching methods.

4.7.3 Teaching methods (TMTD)

The interviewees shared their dissatisfaction in teaching methods in the TU. They are not satisfied with the teaching in the TU as teachers read the books in English and explained in Nepalese. The teachers and students spoke Nepalese most of the time in the English language classes.

The teachers always taught English in Nepalese language. In my school or college life, I do not remember any time that they tried to teach us the correct pronunciations, ..., in fact, they don't know the correct pronunciations themselves. Most of us used the rote method to learn English and it was actually to pass the exams. Umm ... to tell you the truth we never did care about pronunciations. INT-6/PC - TMTD

Grammar teaching? For grammar teaching ... umm ... they wrote the rules on the Black board and explained them in Nepalese and we copied them. INT 13/PC -TMTD

Our teachers always read the book in English and explained in Nepali. INT 23/PC- TMTD

All of the interviewees strongly agreed that their teachers in the TU are incompetent to teach proper English. They believe that their teachers do not have correct pronunciation. The remorse they showed on is that if they had efficient teachers then

they would not have to be in communicative problem in the UK. Some of the arguments of the participants are:

If I had teachers with correct pronunciation I think I would have learnt correct pronunciation too and it would not be so difficult now. INT 23/ PC – TMTD

They never taught us pronunciation. How could they teach if they do not know themselves? INT 23/PC – TMTD

Thus, all of the interviewees strongly argued that their teachers never used any teaching materials in addition to books, boards and chalk. The teachers read the book and explained in Nepalese whether they taught grammar or pronunciation or passage they just explained in Nepalese and wrote some notes on the board. These comments on teaching methods dragged the conversation towards teaching materials. The interviewees further shared their experience of use of teaching materials by their teachers in the following words:

4.7.4 Text materials (TMTR)

All the participants of interview had similar ideas about the text books and materials. All of them strongly agreed that the text books for the EFL curriculum applied in the tertiary levels are perfect. They do not think that there should be any topic changed in the syllabus. In their words:

Yes, the Meaning into Words in the first and second year are very good books for learning oral English. They are very practical books for oral English ...
INT-6 PC-TMTR

I think all the books are fine. 'Link English' is very good. It refreshes the English that we have learnt in school. The story book is very good. 'Meanings into Words' is the best book, I think. I like all of them. INT 16/ PC – TMTR

The text books are very nice. The books are about England and English culture and on communication of English people but the teachers could not teach the books properly. INT-6 PC-TMTR

4.7.5 Examination (EX)

The university conducts examination of the EFL once a year and only in written form. That means the university tests only writing and reading skills and ignores listening and speaking skills. In the words of the participants:

Examination comes once a year. Mostly, we make everything by heart. Everything, short answers, long answers, letter writing everything make by heart and write in the exam. INT 1/PC – EX

No, there is no listening or speaking test. We just need to write answers. INT 14/ PC – EX

We don't do speaking test. We write in the exam. INT 19/ PC - EX

These comments from the interviewees make clear that the university organizes only written exam. The students are not tested for their oral or listening skills.

These comments from the interviewees make clear that the teaching environment as a whole in the campuses of the university is poor and quick improvement is needed.

4.7.6 Achievement (ACH)

The serious concern is that the interviewees have experienced that they have not achieved the objective of learning English as they could not communicate with the natives in the UK. A huge percentage of the participants have accepted that spending time in the TU for learning English for oral communication is useless. They could not get the minimal satisfaction in oral English by learning the EFL in Tribhuvan University:

I do not find it helpful to speak. INT 23/PC - ACH

Satisfaction? Written is fine but in oral, not at all. I am not least satisfied in oral skill. I think I just have spoilt ten years for nothing. INT6/PC - ACH

Actually, in the beginning days when I could not understand the natives at all, I used to get crossed with the way we learnt English. We always tried to learn by rote. We did more writing then reading and never practised to speak. And ... and ... though we had learnt oral skills with the Nepalese teachers we would not do any good since they never spoke in proper British way. Sometime, I think I was wasting time learning English with them. INT 6/PC- A

4.8 Problems and their Causes in the EFL Curriculum (PCEFLC)

While sharing the experience of learning English in the TU, all of the interviewees shared their perception of teachers and curriculum vividly. All of them were found unsatisfied both with the teachers and curriculum. They believe that the causes of problems were the poor teaching environment, incompetent teachers, poor teaching method, lack of teaching materials, negative concept of the teachers and students towards English language as they think it is a difficult subject to teach and learn but not as useful as other subject. Moreover, incomplete examination system has been a drawback of the curriculum.

The problems and their causes have been already discussed a lot under the perception of self, perception of teachers and perception of curriculum therefore it will not be analysed here again.

4.9 Suggestions to Improve the EFL Curriculum (SIEFLC)

Suggestions to improve the EFL curriculum were sought from the interviewees as much as possible. The participants have given valuable suggestions on improving the

EFL curriculum in the TU. Most of the suggestions are significant and worthy since they came from their lived experiences of being the EFL students in the TU and from their lived experience in the UK. They strongly recommended to improve different aspects of present the EFL curriculum i.e. teachers, teaching methods, teaching materials, teaching environment, examination system, class size, teachers' concept, and students' concept.

4.9.1 Native teachers (NT)

All the interview participants strongly agreed that native English teachers would be better than the non-native teachers for teaching oral skill. They understand that the text books are based on Britain and British society. The Nepalese teachers are not competent for teaching it as they do not have enough knowledge in British society and culture. Hence, they strongly recommended British native teachers for teaching English to the tertiary levels in the TU:

... the native speakers would be better. INT 6/SIEFLC - NT

The text books are very nice. The books are about England and English culture and on communication of English people but the teachers could not teach the books properly. INT 12/ SIEFLC - NT

British teacher would be the best teacher for teaching not only for correct pronunciation but also for giving right knowledge. I am telling you this because 'Meaning into Words' (text book that covers 50% of the weightage) is totally based on England and English society. INT 19/SIEFLC - NT

More than half of the interviewees preferred native teachers for teaching English but when they were asked if there was any alternative solution in the case that the university may not provide native teachers. All of them provided a common idea that it is 'well trained non-native teachers'.

4.9.2 Well trained non-native teachers (WTNNT)

The interviewees opined that to improve the present state of teaching oral skill the government should provide proper training for the Nepalese teachers if it is not possible to provide native teachers. Students believe that the present Nepalese teachers are not efficient enough to teach the course as on the one hand they can not pronounce English like the natives and on the other hand they do not have enough knowledge on English culture and society whereas the book 'Meaning into Words' is totally on British life, culture and society:

I do not think the present teachers will be efficient to teach communicative English because they can not pronounce English like the natives do but if the government trains new teachers, it may be possible to bring some changes. INT 23/SIEFLC - WTNNT

To make students competent in oral English, I think, the first thing is that the teachers should be well trained. They should learn the proper English pronunciation so that they can teach the pupils correct pronunciation. INT 6/SIEFLC - WTNNT

I think the university needs to improve in so many things like training teachers in a native country; facilitating them with lots of materials like audio, video, library, umm ..., etc. etc. INT 6/SIEFLC - WTNNT

Thus, all of the interviewees suggested that if the university can not provide native teachers then it should provide proper training in native countries or by native trainers for improving the EFL curriculum in the TU. But many of them suggested that combination of both natives and non-natives teachers would be the best. They could not trust the non-native teachers to teach the book 'Meaning into Words' in an effective way.

4.9.3 Combination of native and non-native teachers (CNNT)

Though, the interviewees accepted the native teachers or well trained non-native teacher, all of them strongly recommended that combination of both the native and non-native teachers would be the best set of teachers to develop the EFL curriculum:

I think that only non-native teacher though they are trained or not will not be perfect to teach all the books so if we can have combination of both types of teachers, I think, it would be the best. INT- 16/ SIEFLC - CNNT

If the university can get some native teachers they would give kind of English environment. All the teachers and the students could get opportunity to learn correct pronunciation. Gradually, the university would improve the teaching standard and students would not be into communicative problem. INT-04/SIEFLC - CNNT

That would be the best solution for all. Students would be lucky to learn proper English at home. INT 17/SIEFLC - CNNT

The ideas of the interviewees are logical. If the text book which is totally based on English culture, society and geography, it is more sensible if the native teachers teach it. Though the non-native teachers are well trained and good at teaching but never been to the UK and do not have any clue about the British society and geography, it will definitely be difficult to teach about them. In that case non-native teachers are not comparable with the native teachers to teach such a course.

The candidates were dissatisfied not only in teachers' lack of knowledge in English society and culutre but also the teaching methods. Majority of the interviewees opined that the teaching methods should be drastically changed.

4.9.4 Teaching methods (TMTD)

All of the students commented that the EFL teaching methods in the TU are really poor. They revealed that there is no place of taking the least of satisfaction on the teaching methods. Most of the teachers read the books in English and explain in Nepalese and students speak Nepalese all the time in English language classes as well but all of the interviewees prefer English speaking to be compulsory in the English lessons:

The teachers should teach English in English language. And the conversation between the teachers and students should be in English. I mean, English speaking should be compulsory at least in English classes. INT 12/ SIEFLC - TMTD

There should be drastic change mainly in teaching methods. The teachers should teach Spoken language as well. And English speaking should be compulsory in the class. INT 13/SIEFLC – TMTD

I think teaching English in Nepali does not help to learn English. If it could help I would have been perfect in English. So, I think, teachers should try different methods of teaching and use teaching materials. INT 19/ SIEFLC - TMTD

These ideas of the interviewees show that all of them are tired of the monotonous way of teaching English in Nepalese language. They believe that this type of teaching does not help to learn English. In their vision, teaching English in English language would be more helpful to learn English but they could not give any solid method of teaching method. However, they expect teaching to be more effective if the teachers use teaching materials. Thus, the interviewees demand change in teaching method.

4.9.5 Teaching materials (TMTR)

Interviewees argued that the teachers should use appropriate methods of teaching along with teaching materials. Teaching all types of lessons just by reading in English and explaining in Nepalese is not enough. Moreover, they put genuine demand that the teachers should use necessary teaching materials according to the lessons:

I do not know any time teachers using teaching materials. They do not use even the audio cassettes prescribed in the syllabus. The classes would be more interesting if the teachers could use some teaching materials. INT19/SIEFLC - TMTR

I would suggest all the teachers to use possible teaching materials at least. I think it would make the class more interesting and students would learn better. INT 3/ SIEFLC – TMTR

Also, the teachers should use audio cassettes, film etc for teaching. If the students can get opportunity to learn to speak with British accent then there would not be such a problem when they come to the UK. INT 25/SIEFLC - TMTR

4.9.6 Class size (CS)

About the class size, the interview participants have disclosed that the EFL classes in the university consist of 80 to 100 students, which is not logical. The ideal class size according to them consists of 10 -15 students.

Oh, yes, its another big problem. There were about 80 students in my class. All the students may not listen to the teachers well and they do not get time to ask question. As they are big classes the teachers give lectures and notes. We do not get time to discuss anything. The classes should be small. INT 6/SIEFLC - CS

The English language classes are always crowded. There are about 100 students in some classes in Arts. I am from Management and in our class there used to be more than 60 students. The class should be small. INT-17/ SIEFLC - CS
May be 10 or 15. INT 13/SIEFLC – CS

4.9.7 Teaching environment (TE)

All the candidates gave similar idea that teaching environment in the TU is not inspiring. The teaching environment is really poor in the campuses of the university. They do not have any facility for the students to learn more. All the participants think that the university has to give a keen concern in teaching environment to bring a break thorough in the effectiveness of the EFL curriculum.

The main thing is that the teachers should learn to speak like natives and then teach the students more practically involving more in oral skill. And if the university has good facilities of library and organizes film show or some kind of programmes like that ... They should create English like environment. INT 13/SIEFLC - TE

I think the university need to improve in so many things like training teachers in a native country; facilitating them with lots of materials like audio, video, library, umm ..., etc. etc. INT 6/SIEFLC -TE

The university should provide facility of library or organize film show or some kind of programmes like that. INT-13/ SIEFLC – TE

Thus, the interviewees want the university bring a drastic change in teaching methods and materials.

Some of the interviewees were keen on complex ideas like changing concepts of the teachers and the students towards English language.

4.9.8 Change in teachers' concept (CTC)

All of the interview participants strongly recommended that the teachers must update themselves with efficient knowledge on the course they are teaching. The teachers must be competent in English if they are to teach English. If they are not competent then they have to be ready to improve themselves. The interviewees realize that all most all of the EFL teachers are not competent for teaching the latest the EFL course in the tertiary levels therefore they have to change their concept of teaching English in Nepalese language and they should equip themselves with correct pronunciation. In the words of the interviewees:

The most important thing is that the teachers should learn to pronounce correctly. If they can speak correctly then the students will learn correct pronunciation from them. INT 21/ SIEFLC - CTC

Our teachers speak English like speaking Nepalese language but people speak here differently. What I think is unless our teachers in the TU do not improve their competency in oral skill, we will not be able to learn proper English. INT 24/ SIEFLC – CTC

Actually there is a big difference between the English we were taught in Nepal and the people speak here. If the teachers do not improve their standard in English and their teaching techniques then there is no hope at all for better opportunity for the future students. INT 16/ SIEFLC – CTC

Thus, all the participants believe that the teachers of the EFL should improve themselves to efficient teachers and change their concept of English language and of teaching to make the EFL curriculum effective.

4.9.9 Change in Students' Concept (CSC)

Interviewees believe that many of the students have negative concept towards English. Some people still believe in a traditional phrase on English language as 'the language of cow eaters'. They think that English can not be learnt unless one eats beef. It is because majority of Nepalese are Hindus and they do not eat beef and for many of them it is psychologically a difficult language. If people have negative concept on any subject it can be a hindrance for learning it. Therefore they must change their negative concept into positive to learn English. English in the words of the interview participants:

English is the most difficult subject. I used to spend more time for English and used to get the lowest mark in the exams. I was lucky. Every year, too many students get unsuccessful in English. INT 16/SIEFLC - CSC

Many students hate English and they call it 'gai khane bhasha' (language of cow eaters). If you ask me I always used to think it is a language of civilisation. I was very keen at learning from my childhood and still it was difficult for me. However, I was ahead of my class fellows. I think students should change their concept and they should accept it as an important language. INT 24/ SIEFLC –CSE

People in Nepal think that English is the most difficult language and it is not as useful as other subjects. They (average students in Nepal) think that it is only for the people who want to be an English teacher. INT 7/ SIEFLC – CSC

Thus, the ideas of the interviewees show that the Nepalese students have brought up a negative attitude towards English language so that they call it a 'language of cow eaters' and also they take it as the most difficult subject. Moreover, they think that English language is not as useful as other subjects but more difficult to learn than others. They believe that there is no use of English after passing the exam. It is only

for those who want to be an English language teacher in future. Unless they remove these negative concepts from their mind it will be difficult to learn English language. The analysis has achieved various quality laden data. All of the lived experiences of the focus group are valuable. However, more discussion is needed to come to the conclusion. Therefore, the findings will be discussed from different approaches in the following chapter.

CHAPTER 5

FINDINGS AND DISCUSSION

5.1 Summary of the Findings

The research has been carried out with application of two different methods and collected both quantitative and qualitative data. The quantitative data is the annual results of the EFL curriculum in the tertiary levels in Tribhuvan University which is to support the research by finding out the development of the standard of the historical results whereas the qualitative data is collected through unstructured interviews of the focus group and plays the role of the major research.

The quantitative data and its analysis has clarified that the annual examination success rate of the students in the tertiary levels in Tribhuvan University is too low till 2005. The annual results from of the Education faculty has the lowest pass rate 22%; Humanities and Social Sciences 31%; and the Management faculty has the highest pass rate 42% (Figure 4.2). The average pass rate among these three faculties is only 33.8% (Table 4.1). Therefore, it comes to be clear that the EFL curriculum in the tertiary levels in Tribhuvan University is ineffective.

As the academic results of the EFL curriculum from 1998 to 2005 (Tabel 4.1 to 4.6 and Figure 4.1 to 4.6) uncovered the reality of ineffectiveness of the curriculum, the research went a head to find out if the successful students have achieved ‘proficiency in communicating in English with the natives, which is one of the objectives of the university. For this, unstructured interviews were conducted with the focus group: 25 people who had been staying in the UK for less than three months after the successful completion of the EFL curriculum in Tribhuvan University.

The interviews revealed that the focus group was unable to communicate with the natives in the UK for several weeks. They experienced English as if a new language. Neither the focus group nor the natives could understand each other. This makes clear that Tribhuvan University has not been successful to achieve one of the objectives,

which is teaching English structures in communicative context and for communicative purpose to enable students to communicate with the natives. Hence, one of the hypotheses of this research has been justified.

Though all of the interviewees appreciated the present EFL text books, they showed their dissatisfaction towards the EFL teaching environment viz. teaching methods, teaching materials and examination system. Moreover, they do not expect improvement in results from teaching of the present teachers since they do not have British accent and are incompetent in teaching oral communicative skill.

The interview data also exposed that acculturation is an effective way of acquiring oral skill in a second language. Moreover, the focus group disclosed that they used monitoring process to improve their competency in English while acculturating. Therefore, both of the hypotheses have been justified that: Acculturation plays a significant role in acquiring oral communicative competence in English (targeted second language) in Nepalese pupils; and Krashen's (1970) Monitoring model hypothesis can be used not only to monitor the acquired knowledge by learned knowledge but also the learned knowledge by acquired knowledge as well in the case of pronunciation in the process of adult second language performance.

5.2 Discussion on the Findings

All the interviewees put their opinion on four different aspects in general. The first is on their experience of speaking English with the natives in the UK. The second is the effectiveness of acculturation in the English society for acquiring oral communicative competency in English. The third aspect they discussed was their recollection of learning English in Tribhuvan University and finally they gave their perceptions on improving the EFL curriculum. However, these four general areas have been discussed under different topics and subtopics according to their themes.

5.2.1 The focus group find themselves incompetent to communicate with the native speakers of English in the UK

All the interviewees discussed their self perception of their lived experience on communicating with the natives on their early days in the UK. Almost all of them revealed that when they arrived in the United Kingdom they could not communicate with the natives for many weeks. Almost all of them had similar experience of communicating with the natives in the UK. As they could not understand the natives they felt as if they had lost their hearing power or listening and understanding abilities. They found English to be a strange language as if they had never learnt since they found it with totally different accent and different way of use. They were confused even with simple words for many days as they could not understand the natives and the natives could not understand them, they had to apologise for many times and felt embarrassing. As they could not communicate and got themselves in the situation of apologising for many times even for a short and a simple conversation, they felt embarrassing and found themselves helpless and inferior:

... when I arrived at the Heathrow airport, I hardly understood the Immigration Officer. When I went to the market, it was more difficult to understand them. When I went to the college I could not understand the teachers. I thought I would not be able to study here. But gradually I am being able to understand them. INT 21/PS –OCC

In my early days in the UK, I could not communicate with the natives at all. Neither they could understand me nor I could understand them. I lived like a dumb for a few weeks. Then, I realized that my hard work on learning English for six years in school and two years in campus was just waste of time. INT 3/PS - OCC

Some of the interviewees found themselves lacking knowledge on English whereas others realized that their teachers did not have British accent and they could not learn to speak in British accent so that it was being difficult to speak in the UK.

Thus, the interviewees' experiences made clear that the students who have been to the UK after the completion of the tertiary level education were not able to communicate with the natives. Therefore, it comes to be clear that the second hypothesis, the university has not fulfilled one of the objectives which is teaching English structures in a communicative context and for communicative purpose (Syllabus 1997) is justified.

5.2.2 The focus group find acculturation as an effective method for acquisition of oral communicative competence in English

All the interviewees had a general perception that they had been acquiring English language effectively by living in an English society and agreed that acculturation is a very effective way of learning oral skill in a second language. The interviewees found that the society they were living in was forcing them to acquire correct pronunciation. In their words:

Learning English by living in an English society is obviously effective. I am practising to pronounce the words correctly. I really feel shame thinking the way I used to speak English. The other advantage is that I am learning new words that we use in everyday life and new ways of expressing ideas. INT 21/PA - SF

It is very effective to learn English staying in an English society. I learn from everybody I meet. I listen to them and copy their pronunciation. Not only pronouncing correctly I am also learning new things everyday. INT 25/PA – I

I am correcting my pronunciation by listening to the English people and copying them. I am always conscious and mostly about the pronunciation. Actually, you know, the society is forcing me to speak correct English because if I don't speak correctly, with correct pronunciation, then they do not understand so that I must speak correctly and it has made me learn proper English. INT-6/ PA- SF

These statements show that the focus group had to pronounce correctly to make themselves understood by the natives and there was no alternative to it therefore they had to be conscious while communicating with the natives and imitate them, if not they would not be able to communicate with the natives. All these statements show that the society had forced them to acquire correct English and proved that the acculturation in the English society had really been effective to acquire English language among the focus group. Therefore, the fourth hypotheses, 'Acculturation plays a significant role for acquiring competence in oral English (targeted second language) in Nepalese pupils' has been justified.

5.2.3 The focus group monitors the acquired knowledge by the learnt knowledge and learned knowledge by acquired knowledge

The other hypothesis is that Monitoring model hypothesis can be used not only to monitor the acquired knowledge by learned knowledge but also the learned knowledge by acquired knowledge has also been justified. It is because the focus group was found monitoring their acquired knowledge in English by learnt knowledge for a quality check on speech originating from acquired knowledge (Krashen 1982). For example:

... I correct the English I acquire here with the grammar I have learnt in Nepal. I think my grammar is Okay. Sometimes I find people here using double negative to make a negative statement. INT 12/PA – IMP

Well, the grammar I learnt in Nepal has been helpful to acquire more English. When I learn a new word a phrase, then I try to use that word or the phrase into a sentence for myself. INT 16/PA – IMP

These statements make clear that they monitored the acquired knowledge from acculturation with the grammatical rules that they had already learned in the university.

Moreover, the focus group was found to be using their acquired knowledge to monitor the learned knowledge in the case of pronunciation. They claimed that they were correcting their pronunciation that they learned in the university by the new pronunciation they acquired in the UK. As they could not communicate with the natives in the UK, they realized that it was because of their wrong pronunciation. Therefore, they were very concentrated on the pronunciation of the natives and gradually changed their own pronunciation:

Yes. And also I correct my English that I have learnt in Nepal. I don't know ... but I think my grammar is Okay. Sometimes I find people here using double negative to make a negative statement. What I do is sometimes I correct my English from Nepal with the English I learn here but sometimes I correct the English here with the grammar I have learnt in Nepal. INT 12/PA - IMP

Yes, the grammar I learnt in Nepal has been helpful to make correct sentences with the words I learnt here but I am correcting the pronunciations I learnt in Nepal with one I learn from here. Reciprocal (laughs). INT 12/PA - IMP

Umm ... let me give you an example. Umm ... OK, we used to say /buckingham/ 'bucking' and 'gham' in two syllabus without any stress but when I came here and went to see the palace I found people saying /buckingham-am/ with stress on /b/ and the second syllable as /am/ but not /gham/. Then, I started pronouncing as /buckingham-am/ with stress on /b/. That's how I am learning.

These statements of the interviewees make clear that the focus group monitor their learned knowledge by acquired knowledge when it is a case of pronunciation. Thus, Nepalese students monitor acquired knowledge by learned knowledge when it is a case of grammar and also learned knowledge by acquired knowledge when it is a case of pronunciation.

5.2.4 The EFL teaching environment in Tribhuvan University (TU) is poor

It is found that all the interviewees perceive the EFL teaching has been undergoing a poor teaching environment. The classes are too big which are normally 80 – 100 students per class in most of the campuses. The teaching of English language took place only explaining in Nepalese language and note giving method. Moreover, neither the teachers used the audio cassettes provided in the syllabus nor they used any additional teaching materials. The interviewees recollect their memories of learning English in Tribhuvan University:

... The teachers wrote the rule on the blackboard and we copied and rote it for the exam. I rote a lot of grammatical rules and made by heart. I still remember, for example 'Simple statement = Falling tone, Yes/No question = Rising tone etc. INT6/PC - PTE

The teachers always gave lectures and if we asked then they would write answers on the blackboard but some teachers did not like to write answers. All most all of the teachers read the book and explained in Nepalese. INT-13/PC – PTE

5.2.6 The majority of the EFL teachers in the TU are inefficient for teaching oral communicative skill

Many of the interviewees gave their perception of teachers, i.e. their efficiency in English language, teaching methods, teaching materials, and their conception of English language.

It is found that the focus group perceives the teachers of English in the TU are incompetent in oral skill since they can not speak English in British accent. They found their teachers' English sound mixture of Nepalese and English so that they rather like to call it Nenglish as they speak English words in Nepalese tone. In the words of the interviewees:

Our teachers' English is no different than Nepali. INT 22/PT - ET

... mixture of English and Nepalese so that I would rather say Nenglish (Nepalese + English). So, I say its Nenglish. I was learning Nenglish in Nepal and now learning English in England. INT 16/ PT – ET

If one language is spoken with the tone of other language then it is not a proper language. Therefore there is a strong possibility that neither the natives nor the second language learner can understand each other. This situation happened to exist among the Nepalese people who learnt English in Nepal and spoke to the natives in the UK:

We learnt Nenglish in the TU. No body understood my Nenglish here in the UK and I could not understand their English so I am trying to change my Nenglish into English. INT 22/ PT – ET

These statements make clear that the teachers of English have not been able to teach English in British accent. Therefore, the learners are facing problems in communication in the UK.

5.2.7 The EFL text books in Tribhuvan University are excellent

It is found that all of the interviewees appreciated only one aspect of the EFL curriculum in the tertiary levels and it was the text books. Among the text books their first preference went to 'The Meaning into Words'; and the second preference went to the 'Magic of Words' and third preference to the 'Link English' (TU 1997):

I think all the books are fine. 'Link English' is good. It refreshes the English that we have learnt in school. The story book is very good. 'Meanings into Words' is the best book, I think. I like all of them. INT 16/ PC – TMTR

The text books are very nice. The books are about England and English culture and on communication of English people but the teachers could not teach the books properly. INT-6 PC-TMTR

Thus, it is revealed that the students have found 'The Meaning into Words' to be very practical for oral skill and they are typically for learning British English but they complained that the curriculum has been ineffective because of their teachers' inefficiency.

5.2.8 The EFL teaching methods and teaching materials in the TU are unjust

All of the students commented that the EFL teaching methods in the TU are really poor. They revealed that there is no place of taking the least of satisfaction on the teaching methods. All of the interviewees demanded that the university should bring a break through in teaching methods and material. They argued that for this the teachers should use appropriate methods of teaching along with teaching materials according to the lessons. As teaching all types of lessons just by reading in English and explaining in Nepalese is not enough.

Thus, it is found out that the EFL teaching methods in the Tribhuvan University is irreconcilable. The students are not satisfied with the teaching in the university because the teachers just read the book in English and explained in Nepalese:

The teachers always taught English in Nepalese language. In my school or college life, I do not remember any time that they tried to teach us the correct pronunciations, ..., in fact, they don't know the correct pronunciations themselves. Most of us used the rote method to learn English and it was actually to pass the exams. Umm ... to tell you the truth we never did care about pronunciations. INT-6/PC - TMTD

Our teachers always read the book in English and explained in Nepali. INT 23/PC- TMTD

If one language is taught in another language it can not be a standard method of teaching. Teaching a second language using the first language of the learner may be possible to teach about the second language but not the language itself because the learners will never be able to acquire competency in oral skill in the targeted language as they are deprived of hearing the targeted language. For example:

If I had teachers with correct pronunciation I think I would have learnt correct pronunciation too and it would not be so difficult now. INT 23/ PC – TMTD

Our teachers taught us English in Nepalese language. They (teachers) always read the books in English and explained in Nepalese. Sometimes they taught the stories from 'The Magic of Words' only in Nepalese language. Then how could we learn the story in English? INT 9/PC – TMTD

Teaching English in Nepalese language and not using any teaching materials can not create an ideal environment for teaching the EFL. Therefore, the EFL teaching method in the TU is unjust.

5.2.9 Lack of standard procedures for testing and its impact on the result

Most of the interviewees gave their ideas about different aspects of the EFL curriculum. They showed their appreciation towards the text books and text materials but disclosed their dissatisfaction on the teaching environment viz. teaching methods, teaching materials, home works, assignments, and the standard of examination system.

It was found that the focus group was victim of the inconsistent curriculum. The students were assessed only through a written examination once a year. Testing attainment of students with an assessment for the course of a year long is not reliable as the students can not be equally active throughout the year. For example, if a student is not well at the time of the exam or could not manage time due to lack of practice of exam or became absent minded for even a short period, they may fail the

exam.

The examination question paper of the first year of the Humanities faculty in 2005 is of different standard from the first year of the Management and the first year of Education faculties. The question papers in these three faculties have not been standardized as the Management and the Education faculties have been tested with the comprehensive passage reading but the Humanities faculty has been deprived of such comprehensive passage reading component that carries 10 marks. It means the students of the Humanities faculty have not been tested with their comprehensive reading skill, and it can be the reason of imbalance results among the three faculties.

The reliability of an assessment depends on the consistency of its measurement. The students' achievement must be checked time to time for measuring their acquisition reliably. Tribhuvan University tests the attainment of the tertiary level students only once a year and in a single day within a period of three hours therefore there raises a question of reliability of the test. It is because the student could not be well at the time of the examination and fail the exam but if the student was tested a few times, it would be possible to test her/his attainment reliably.

It is found out that the university conducts examination of the EFL once a year and that is only in written form. Assessing a second language only on writing and reading skills is not a proper assessment as the other two skills listening and speaking are not assessed therefore the examination is incomplete. In the words of the participants:

I and my twin brother (NAME) were studying together from Grade 1 to I. Com. In the mean time of the second year exam he was hospitalised due to a severe jaundice and could not take exam. It made me very sad though I took the exam and passed. INT 4/PC – E

Examination comes once a year. Mostly, we make everything by heart. Everything, short answers, long answers, letter writing everything make by heart and write in the exam. INT 1/PC – E

I think, some times the examiner does not check the answer properly. They just mark copies randomly and many students fail the exam. INT 18/PC - E

No, there is no listening or speaking test. We just need to write answers. INT 14/ PC – E

These statements of the interviewees make clear that organizing the examination only once a year is not reliable. The serious drawback of one exam a year is that if something happens to a student (for example the brother of the interviewee No 4 was in a hospital as he was sick) on the day of examination then the student's one year's effort becomes fruitless. The examination is not valid as well since listening and speaking skills of the language skill have not been tested. Thus, it is obvious that the examination process of tertiary level EFL curriculum lacks the standardized approach to testing.

5.3 Recommendations from the Research on Improving the Tertiary Level EFL Curriculum in the TU

The focus group was found to be conscious on their situation or being. They openly put their remorse of wasting their time for learning English language in the university. They realized that they have not achieved the least knowledge of oral English when they completed their course on the EFL and came to Britain. They also shared their experience of being in such a position, where they are not able to communicate using a second language they had learnt.

The majority of the interviewees provided different suggestions to improve the EFL curriculum from their lived experiences and perceptions. Many of their suggestions are considerably valuable for development of the EFL curriculum particularly in the tertiary levels in Tribhuvan University. They strongly recommended to improve different aspects of the present EFL curriculum i.e. teachers, teaching methods, teaching materials, teaching environment, standardisation of examination system, class size, teachers' concept, and students' concept.

5.3.1 Tribhuvan University should develop the pedagogy system

Tribhuvan University is recommended for developing the pedagogy system as the teaching-learning environment at the Campuses is not justifiable. The classes should be formed with 30 to 35 students (Matthies 1988) with heterogeneous standard assessing through prior attainment test. The classes should be provided with proper teaching materials and properly trained teachers. The teachers should arrange and English speaking environment in the classes by delivering lessons in English and encouraging students to speak in English. University should provide native speaking teachers and teacher assistants as well so that students get better opportunity for input and output English with correct pronunciation.

5.3.2 Native speaking teachers would be the best EFL teachers

It is recommend that Tribhuvan University employ as many British native teachers as possible for the EFL teaching in the Campuses as the text books are based on Britain and British society. Obviously, the British native teachers would be better than the Nepalese teachers to teach such texts. Though the interviewees demanded for only British native teachers, it may not be possible to employ enough British native teachers because of the poor economy of the university. Therefore, the university should appeal for volunteer British native teachers and teacher assistants.

5.3.3 Non-native teachers should be provided proper training

Tribhuvan University should take prompt action on providing proper training to the non-native teachers to speak in proper British accent. It may be possible by employing and supplying as many as British native speaking teachers and teacher assistants and creating English speaking environment in the classes, libraries and campuses. Both the non-native teachers and students will be benefited in acquiring attainment in oral communicative competence by getting involved in an English speaking environment with the native speakers. This sort of environment will improve in the skill of handling English language in different contextual situation and

ultimately the university will be able to achieve one of the goals, which is enabling students for effective oral communication.

5.3.4 Combination of native and non-native teachers

It is recommended that Tribhuvan University should provide all the campuses with a combined set of native speaking teachers and well trained non-native teachers. The ideas of the interviewees are logical since the text books which are totally based on English culture, society and geography, it is more sensible to be taught by the British native teachers. In such a case, though the non-native teachers are well trained and good at teaching but never been to the UK they may not be as efficient as the natives for teaching such a book written in the British background. Therefore, native teachers are highly recommended for teaching particularly the type of books like 'The Meanings into Words' (TU 1997) and non native teachers are fine for teaching the rest of the books. Hence, it is recommended that the university provides all the Campuses of its own a set of combined natives and non-native teachers.

5.3.5 The teachers should change their concept of English language

All of the interview participants strongly demand that the teachers must update themselves with efficient knowledge on the course they are teaching. The teachers must be competent in English if they are to teach English. If they are not competent then they have to be ready to improve themselves. The interviewees realize that all most all of the EFL teachers are not competent for teaching the latest EFL course in the tertiary levels and they have to change their concept of teaching English in Nepalese language and they should equip themselves with correct pronunciation. Thus, all the participants suggest the teachers of the EFL to improve themselves and be efficient teachers and change their traditional concept of English language (difficult language and only a few pupils can learn it) and of the traditional EFL teaching method (teaching English in Nepalese and not using teaching materials) to make the EFL curriculum effective.

5.3.6 Nepalese students should change their concept of English language

Interviewees believe that many of the students have negative concept towards English. Some people still believe in a traditional phrase on English language as ‘the language of cow eaters’. They think that English can not be learnt unless one eats beef. It is because majority of Nepalese are Hindus and they do not eat beef and for many of them it has been a psychologically difficult language.

If people have negative concept on any subject it can be a hindrance for learning it. Therefore they must change their negative concept into positive to learn English. Thus, the ideas of the interviewees show that the Nepalese students have brought up a negative attitude towards English language and accept it as the most difficult subject. Many of the students think that English language is not a useful subject for their future life. Unless they remove these negative concepts from their mind it will be difficult to learn English language.

5.3.7 The TU should review the process of standardisation process of test

It is recommended that Tribhuvan University should bring prompt improvement in the standardisation of testing procedures in all the faculties by composing question papers with empirically selected materials; defining assessment specifications based on objectives; defining directions for marking scheme considering on reliability and validity components (Tittle & Miller 1976, and Walklin 1991) organizing examination more times for reliability of the test. The best outcome would be that all faculties are tested through the same test and it is possible if the examination is scheduled for the same date and time for all the faculties.

CHAPTER 6

CONCLUSION

6.1 The Research Area

The area of this research is curriculum designing in higher education. This research studies on the effectiveness of teaching-learning English as a foreign language in the tertiary levels in Tribhuvan University. Therefore, the main objective of this research is to improve the effectiveness of the tertiary level EFL curriculum in the university and particularly focuses on the oral communicative competence.

The main objective of teaching English as a foreign language in Tribhuvan University is to ‘make the students able to understand the native speaker and to make himself understood’ (Second National Convention 1988). Hence, this research aims to find out if the average 31% (Table 4.3, 4.4, & 4.5) of the students, who passed the EFL exam in the tertiary level in the TU have been successful to communicate with the native speakers in the United Kingdom.

6.2 The Setting of the Research

For carrying this research a head, such a society was required where the successful students in the tertiary levels would communicate in English with the native speakers. As Nepalese is the national and the first official language of Nepal, the majority of the people speak Nepalese and some other use local ethnic languages. Therefore, Nepal could not be considered as the right place for the research.

Tribhuvan University has been applying British English in the EFL curriculum since the beginning of its establishment in 1959. The 50% of weightage of the present EFL syllabus in the tertiary level is also covered by the text books prepared on the British social, cultural and geographical background, which are published by Cambridge University Press, whereas the rest of the syllabus is covered by varieties of social and cultural background.

Obtaining higher education from developed countries has been a growing trend in Nepal and as a result many people have arrived to the UK for it. Moreover, family migration of the Ex Gurkhas to the United Kingdom has increased the number of people with the criteria of the focus group: 'the students who have successfully completed the tertiary level education in Tribhuvan University, Nepal and have come to the UK and staying for less than three months. Hence, the United Kingdom has been the most appropriate place for the proposed research.

6.3 Phenomenology: The most Pertinent Methodology

The study is phenomenological by nature so the most appropriate method of collecting data was to apply unstructured interviews with the focus group and give meaning to their lived experience that they were aware of but not aware of the meaning (Dilthey 1985).

As a phenomenological research, this project started and ended in lived experience as the research deals with the lived experience of Nepalese students learning English in Tribhuvan University and speaking with the natives in their early days in the United Kingdom. Lived experience is a kind of recollected experience of life. The most basic form of lived experience involved in this project is the immediate, pre-reflective consciousness of the focus group: a reflexive or self-given awareness which is an awareness that is unaware of itself (ibid). In this research, the focus group reflect their situation of communication in English as a second language with the native speakers after learning English with the non-native teachers in a non-native country (Nepal). This phenomenological research has transformed those lived experience of the focus group into this form of textual expression and endeavoured to analyse the essence of the recollected experience and find the lived meaning of being in the situation. Hence, the research has been entitled as **Learning English as a Second Language in a Non-native Country and Speaking in the UK: Lived Experience of Nepalese Students.**

As phenomenology is a qualitative research methodology, obviously it tends to produce qualitative data. Unstructured interview has been a significant method to

collect the qualitative data in depth from the lived experience of the focus group. I do believe that if I had tried structured interview or questionnaire or any other method, I would not be able to collect the data in such a depth. Therefore, unstructured interview has been the right method for the collection of the primary data for this particular research.

The strength of the data lies on the quite similar findings from the unstructured interviews, material collection and also classrooms observation conducted in pilot study. Hence, the findings of the research are significantly reliable.

6.4 Original Contribution to Knowledge

This research has made an original contribution to knowledge. The main new hypothesis contributed is that Krashen's (1970) Monitoring model hypothesis can be used not only to monitor the acquired knowledge by learned knowledge but also the learned knowledge by acquired knowledge as well when it is a case of pronunciation in the process of adult second language performance. This new hypothesis came to be proved as the focus group was found monitoring their acquired knowledge in English by learnt knowledge and as well monitoring their learnt knowledge by their acquired knowledge on the case of pronunciation while they were acculturating in British society.

The focus group was found to be developing oral communicative competency in English within a few weeks of acculturation. They understood that speaking a language means to speak the words correctly as well and unless they pronounced the words properly the native speakers would not understand them. Therefore, in the early days, they were in the situation of correcting their learned pronunciation in the TU by acquired pronunciation in the UK. For this process, they had to be mindful while communicating with the native speakers to grab the pronunciations they made and imitate them. It is in fact, contradictory to the Monitor Model hypothesis of Krashen (1970) in which learnt knowledge monitors the acquired knowledge if he or she has sufficient time at disposal, desire for correctness and knowledge on rule

(Schutz 2005). The focus group was found monitoring their acquired knowledge by learned knowledge correcting the grammar and simultaneously they were monitoring the learned knowledge by acquired knowledge in the case of correcting pronunciation, which Krashen or any other phenomenologist has never mentioned yet. Therefore, this research contributes a new hypothesis: Acquired Knowledge monitors the Learned Knowledge in an out put process, when it is a case of pronunciation in adult second language performance. This new model (Figure 2.3) of monitoring process in a second language performance plays a significant role as a complementary model to fulfill the gap in the monitor model of Krashen (1970) and Krashen and Terrel (1983).

6.5 Conclusion and Recommendation

The focus group reflected their awareness on their situation or being through the process of learning English as a second language in Tribhuvan University, speaking English with the natives in the UK and acquiring English language by acculturating in English society. They discussed about their remorse of wasting their time and money that they used in the TU for learning English language as they realized that they had not achieved competency of oral communication though they had successfully completed their EFL course at tertiary level.

Though the interviewees were from the Campuses of the urban or rural area of Nepal, it did not make any difference to them as all of them experienced speaking with the natives in the UK really difficult. Their stay in the different parts of the UK also did not make any difference for them as whether they were living in the Essex or London, Hampshire or Southampton since all of them found the communication similarly difficult.

Many of their suggestions are considerably valuable for development of oral communicative competency and improving the EFL curriculum particularly in the tertiary levels in Tribhuvan University. They strongly recommended for improving different aspects of the present EFL curriculum: teachers, teaching methods, teaching

materials, teaching environment, examination system, class size, teachers' and students' concept.

The focus group reflected their experience of learning English in the TU as useless since neither the focus group nor the native speakers could understand each other speaking English. Many of them could not understand the native speakers at all so they had to apologize many times while communicating. They felt as if they had never learned English language since they found the native speakers speaking in totally different accent. Learning English for two years in the tertiary level and still being unable to communicate was an embarrassing situation for them. It made them feel inferior.

Acculturation is found to be a better process than teaching-learning for acquisition of a second language. Therefore, it is strongly suggested that the university should provide a kind of English speaking environment so that the students would experience a sense of acculturation, which will help them acquire competence in oral communication in a natural order. For this, the university should prepare a combined set of native and non-native teachers of English as it would be the best set of teachers to develop the effectiveness of present curriculum.

In spite of the strong suggestions of the interviewees, the university may not employ native teachers in proportion to the non native teachers of English due to finance and other various reasons. But, the university can launch programmes to supply volunteer native teachers and teacher assistants so that students can get more opportunity to listen, hear and speak English in correct pronunciation. The native speaking teachers should be distributed in all the campuses so that all the students in the campuses of Tribhuvan University get opportunity to experience a kind of acculturation due to an English speaking environment.

The university should provide adequate training to the non-native teachers. Moreover, with the companionship of the native English teachers the non-native teachers also will improve their competency in oral communication. The research, hence, provides

the following recommendations, which will help to improve the effectiveness of the tertiary level curriculum along with their communicative competency:

- employ as many native teachers as possible
- supply a huge number of native speaking volunteer teachers and teacher assistants and manage them to assist on creating English speaking environment in the classes, library, and in the surrounding of the campuses
- train the non native teachers by the native speaking trainers or send them to the native countries for training
- provide the non native teachers opportunities of acculturation
- distribute the native and well trained non native teachers proportionately in all the campuses of the university
- make English speaking compulsory in the EFL classes
- form each class with the maximum “30 to 35 students” (Matthies 1988)
- provide adequate library, audio and video materials and train the teachers to teach using those materials properly
- review the examination procedure and maintain standard of testing (considering validity, reliability and examining attainment of all the faculties with the same test)

Application of these recommendations will help to create a kind of English speaking environment within the Campuses and as a result the students will get opportunity for acquisition of effective communicative competency. It will help the university to achieve one of the goals of teaching the EFL, which is to enable the students to communicate with the natives. Such environment will provide an opportunity to students and teachers as well to acquire correct pronunciation and monitor their acquired knowledge by the learned knowledge in English (Dilthey 1985) and as well monitor their learned knowledge by acquired knowledge in the case of pronunciation. It is expected that sincere application of these suggestions will bring a break through in acquisition of English as a second language by gradually developing all the aspects of the EFL curriculum. This gradual development in the curriculum will assist both the students and the university to achieve the goals of teaching and learning English as a Foreign Language.

6.6 Scope for Further Studies

This research has exclusively studied the effectiveness of the EFL curriculum with special focus on oral communicative competency in English as a foreign language among the successful pupils in the tertiary level in Tribhuvan University. The study, therefore, has left acquisition of other skills like writing and reading aside. Therefore, there are still many ways to research effectiveness of the EFL curriculum in the university. Hence, further research can be carried out on the effectiveness of learning other language skills like reading and writing. Similarly, one can research on conception of learning English among those students. The EFL assessment system in the tertiary levels of the TU would be another significant area for a research. Moreover, there is another possibility of Action Research with some changes in the present curricular components.

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Tribhuvan University
Proficiency Certificate Level/I year/MGMT
Comp. English I paper
Exam. 2062

Time: 3 Hrs.

Full Marks: 100

Attempt ALL the questions.

1. Read the following passage and answer the questions below: [10]

We can save our forests by controlling our numbers and over appetites. The list of remedies includes easing population pressure on tropical forests through effective investments in family planning efforts and through education of the third world's people. Moves towards participatory democracies, and a greater measure of economic sufficiency may also help to stabilize the numbers of the world's people and trees. Another remedy would involve greater efficiency in the use of wood products (enforced perhaps through a special tax) and recycling. Another measure would provide financial incentives for preserving forests and for sustainable forestry. Still another promising-but in the short terms costly – step would involve massive tree plantings of abandoned deforested lands and of unused lands elsewhere (e.g. in cities, and along riverbanks, high ways, and railroad tracks). Reforestation will in turn have the added benefits of conserving biodiversity, pristine wilderness, topsoil, and homes for indigenous people, and of minimizing desertification, flooding, and regional declines in rainfall.

Questions:

- a. What are suggested remedies to control deforestation?
 - b. What can help stabilize the world's population?
 - c. What measures can help for sustainable forestry?
 - d. What are the real benefits of reforestation?
 - e. What sort of unused land can be used for plantation?
2. Choose the correct word from the pair given in brackets: [5]
- a. He arranged to see her _____ in the day. (later/latter)
 - b. The judge sent him to _____ for five years. (gaol/goal)
 - c. Tom scored a _____ in the football match. (gaol/goal)
 - d. Prices seem to _____ every year. (raise/rise)
 - e. Please _____ your hand if you want something. (raise/rise)
3. Which quarter of English dictionary do you find the following words: [5]

analgesic	elegant	grudge	kingdom	fatty
movement	pony	trouble	wrinkle	simple

4. Frame a dialogue between two friends talking at breakfast time on Tuesday about classes and times.

5. Answer any TWO questions: 2 X 10 = 20

- a. Is unchopping a tree possible? What does the essay suggest about conservation and against deforestation? (Unchopping a Tree)
- b. What does this essay tell about marriage, family and Women? (Look at a Tea Cup)
- c. What is the main idea of the poem The Poplar Field?

6. Give short answer to any three. 3 X 5 = 15

- a. How do you know who the gardener is?
- b. What are similarities and differences between Carmen and Evangelina? (The Lost Doll)
- c. What specific problems does Asimov focus upon in the essay "The Nightmare Life without Fuel"?
- d. Draw character sketch of Supriya. (Malini)
- e.

7. Give reasons to the following sentences as given in the example: [10]

Peter sold his car and bought a motorcycle.

_____ *in order to save money.*

_____ *so that he could park in the city.*

_____ *because she did not want to get stuck in traffic jams.*

_____ *because petrol had become so expensive.*

- a. Frank decided to take up Karate.
- b. Pauline stopped smoking.
- c. Joanna started learning English.

8. Change the following in the pattern. [10]

Example:

- a. Where do you work?
- b. I work at the local hospital.
- a. Oh, so you are a doctor, are you?
- b. No, I'm a gardener. I look after the gardens around the hospital.

- i police station / policeman / secretary
- ii library / librarian / cleaner
- iii language school / teacher / watchman
- iv supermarket / cashier / store detective

9. Ask why in the pattern: [10]

- Example:**
- a. Why are your eyes red?
 - b. I've been crying.

- c. I've been peeling onions.
- d. I've been watching love story on TV.

- i. Your hair's wet.
- ii. There's sawdust on the floor.
- iii. You're out of breath.

10. Make two sentences for each of the following: [10]
- (a) using too (b) using not enough

- i. We arrive late. We couldn't get any dinner.
- ii. Don't get married yet. You're too young.
- iv. You can't drink alcohol daily. It is hazardous.
- v. You'd better not sit on the ground. It's damp.

Tribhuvan University
Proficiency Certificate Level/I year/ED
Comp. English I paper
Exam. 2062

Time: 3 Hrs.

Full Marks: 100

Attempt **ALL** the questions.

1. Arrange the following words in alphabetical order: 5

indecent, incubate, incubus, increase, increment, incumbent, inculcate, incorruptible, incriminate, indecipherable.
2. Complete the following sentences by choosing the correct word from the pair given in the brackets: 5
 - i. I'm going to buy a ruler from the _____ store. (stationary / stationery)
 - ii. He expected to _____ the election. (loose / lose)
 - iii. His death had a terrible _____ on her. (affect / effect)
 - v. Now you are _____ your final examination of English. (giving / taking)
 - v. The judge sent them to _____ for ten years. (goal / gaol)
 - vi. _____
3. Put the words below in the correct order to make sensible sentences: 5
 - i. got / face / and / long / has / she / a / round / hair.
 - ii. stamps / stamp / he / in / his/ keeps / album / a.
 - iii. years / he / English / six / was / for / compulsory / studying.
 - iv. does / always / Dipa / eat / do / why ?
 - v. open / floor / textbooks / your / are / the / on / lying.
4. Read the following passage and answer the questions that follow: 10

One of the reasons why so many children start smoking is that they see adults smoking: they think that it's a 'grown-up' thing to do. They smoke in order to impress their friends, and also because they don't really believe that cigarettes will do them any harm. Quite reasonably, they are not impressed when adults warn them about the dangers of smoking: if smoking is so dangerous, why do so many adults do it?

Smoking can cause cancer, bronchitis, and heart disease. The nicotine inhaled from cigarettes makes the heart beat faster, and makes the arteries contract: this can lead to blockages in the arteries, particularly in the legs. Cancer and bronchitis are caused by the tar and carbon monoxide taken into the lungs. Although these harmful effects are well known, people continue to smoke. Some people carry on even after having a heart attack or a leg amputated.

Questions:

- i. What concept on smoking do the young children develop after they see adult smoking?

- ii. Why do children ignore the warnings given by the adults about the dangers of smoking?
- iii. Write down the two effects of the nicotine inhale from cigarettes.
- iv. What two things taken into lungs cause cancer and bronchitis?
- v. Why do you think people continue to smoke in spite of the familiarity of the effects of smoking?

5. Match the events and circumstances in the two lists below and then join each pair using (a) when and (b) while as in the example. 10

Example: He fell off the ladder. He was painting the ceiling.
Answer: 1. He was painting the ceiling when he fell off the ladder.
 2. He fell of the ladder while he was painting the ceiling.

Events	Circumstances
His jeans split.	He was climbing over the fence.
He burnt his hand.	He was taking the meat out of the oven.
The TV screen went blank.	He was watching the news.
He lost consciousness.	He was being given the injection.
The tire burst.	He was turning a corner.

6. Rewrite the following sentences as it is given in the example below: 5

Example: Some kettles switch themselves off.
 There were kettles that switch themselves off.

- a. Some coffee percolators keep your coffee hot all day.
- b. Some fridges can be fixed on the wall.
- c. You can put some glass dishes in a hot oven.
- d. Some saucepans stop your milk boiling over.
- e. You can defrost some fridges without taking the food out.
- f.

7. Rewrite these sentences, using the word in brackets so that they mean the same. 5

Example: Perhaps I'll go for a walk. (think)
 I think I'll go for a walk.

- a. Perhaps I won't have any dinner today. (think)
- b. We heard the news while we were having lunch. (when)
- c. Sita loves people admiring her clothes. (having)
- d. The campus runs examination every four months. (year)
- e. You can get up any time you like. (whenever)

8. Fill the gaps in the following sentences with appropriate prepositions given below: 5

Over, between, at, on, in, above, of, under, across, to.

- a. He was hiding _____ the cupboard.
- b. There is a label _____ the bottle.
- c. Shakespeare was born _____ Stratford-On-Avon.
- d. The study room is _____ the sitting room.
- e. Nepal is located _____ India and China.
- f. I am fond _____ reading books.
- g. Could I speak _____ the Manager, please?
- h. They couldn't get _____ the high wall, so they dug a tunnel _____ it.
- i. If you go _____ the mountain, you will see my school.

9. Write an essay in about 200 words on 'Country Life' or 'Women's Rights'. 10

10. Answer the following questions briefly (any FOUR): [4 x 5 = 20]

- a. What do you think is the reason some people have recurring dreams?
(The Recurring Dream)
- b. Why did Armando have the idea that everyone in the bank was watching him? What was the truth? (Fear)
- c. Does the essay "Speaking of Children" speak in favour or against having many children? Give reasons to support your choice.
- d. Would you call Supriya a betrayer? Why?
- e. Write a short description of Phoenix Jackson. (A worn path)

11. Use the following words and phrases in your own sentence (any TEN):

mysterious, frail, kind of sick, shake one's head, worn-out, crook, wad of bills, in-laws, frown, starvation, splinter, mobilize, tumult, preventive.

12. Write a letter to a friend who you haven't seen for long time, tell him/her what you and your family are doing these days and mention anything interesting that has happened recently.

Tribhuvan University
Proficiency Certificate Level/I year/HUM
Comp. English I paper
Exam. 2061

Time: 3 Hrs.

Full Marks: 100

Attempt **ALL** the questions.

1. Arrange the following words in alphabetical order: 10

bout	bear	boast	beat	boar	butt	bore	born
bam	bear	but	bubble	bangle	beast	boost	
babble		bright	bye	bungle			
2. Put the following word in the correct order to make suitable sentences: 10
 - a. swimming / the / spent / the / she / pool / sunbathing / day / at.
 - b. is / the / bank / favourite / river / my / at / pub.
 - c. a / hotel / the / pool / there / is / of / swimming / the / roof / on.
 - d. a / drink / must / litres/ of / day / five / water / you.
 - e. unless / them/ die / you / those / water / will / plants.
3. Describe your country in about 150 words. 10
4. Fill in the blanks with the appropriate prepositions: 10
 - a. The prisoner jumped the window, ran the street, and jumped the car that was waiting for him on the other side.
 - b. When the bull began to run me, I jumped the fence next field.
 - c. They couldn't get the high wall, so they dug a tunnel it.
 - d. She ran the corridor, and the stairs into the attic.
5. Use any ten of the following words/phrases in sentences of your own: 10
stammer, frail, to catch up, catch his breath, worn-out, whimper, rear, brainwash, tulip, pant, swamp, menace, tackle, kick off.
6. Complete the following sentences: 10
 - a. Is it all right if
 - b. Do you mind it
 - c. I asked him if
 - d. Would you rather
 - e. I don't suppose you could
7. Answer any **TWO** of the following questions: 2 X 15 = 30
 - (a) Provide two examples of verbal errors from the text "Oops! How's that Again" from actual life. Explain why people make such errors.

- (b) Describe the examples with which Arthur Guiterman has illustrated the vanity of human greatness in his poem "On the Vanity of Earthly Greatness"?
- (c) What major event took place in the year 1939 and what were the "many things that fell that year"? ("Look at a Teacup")

8. Give short answer to the following question: 10

- (a) Why were the Brahmins demanding the banishment of Malini?
(Malini)

Tribhuvan University
Proficiency Certificate Level/II year/HUM
Comp. English I paper
Exam. 2062

Time: 3 Hrs.

Full Marks: 100

Attempt ALL the questions.

1. Take notes from the following passage and then write a summary. [10+10]

The computer lovers talk about how useful computers can be in business, in education and in the home – apart from all the games, you can do your accounts on them, learn languages from them, write letters on them, use them to control your central heating, and in some places even do your shopping with them. Computer, they say, will also bring more leisure, as more and more unpleasant jobs are taken over by computerised robots.

The haters on the other hand, argue that computers bring not leisure but unemployment. They worry, too, that people who spend all their time talking to computers will forget how to talk to each other. And anyway, they ask, what's wrong with going shopping, using pens and paper and type writers, and learning languages in classrooms with real teachers? But their biggest fear is that computers may eventually take over from human beings altogether.

2. Rewrite the following sentences to indicate deductions using an "If" in the beginning. [10]

Example: They must have lost – they're not there yet.

Answer: If they're not lost, they would have been here already.

- a. He can't be a soldier – he's not wearing a uniform.
b. There can't be anyone at home – the car is gone.
c. They must be having an argument – they've shut the door.
d. She can't have been enjoying herself – she left early.
e. She must know English – she was listening to BBC.
f.
3. Fill in the gaps in the sentences below with for, in, until, or by. [10]

- a. He stayed in bed lunch time.
b. I dug the garden couple of hours.
c. I studied Japanese five years.
d. He got all the letters typed Four O'clock.
e. They reached the top of the mountain four hours.
f. The concert was over half past nine.
g. My father ran a bookshop two years.
h. He learned to swim two weeks.
i. I finished my homework supertime.
j. They got the lunch ready 12:30.

4. Write (in about 100 words) a short paragraph about a past action you regret and explain why you regret it. [10]
5. Give a short account of your visit to a popular tourist site of Nepal. (the place, its attractions, your impression, would you like to visit the place again?) [10]
6. What are the complaints of the old man against time in the poem “The Lamentation of the Old Pensioner”? Why does he spit into the face of time? Explain. [20]

OR

What is the dream of Martin Luther King Jr. about? What dream does he have for the African – Americans and other citizens of his country? Discuss.

7. What are some business areas where women got early success in America? What problems did women face one hundred years ago trying to enter in business activities in big American cities? Discuss. [20]

OR

How did Gretel’s step-mother treat her step-children in the story “Hansel and Gretel”? Is it correct to describe the step-mother as a cruel and heartless woman? Give reasons.

INTERVIEW QUESTIONS AND THEIR OBJECTIVES

Primarily there will be four major open questions. These open questions will be helpful to get the lived experience of the interviewees in their own words and at the same time they will make meaning of their experience of learning English in Tribhuvan University and speaking with the natives in the United Kingdom.

Q.1. What it is like speaking a second language with the natives (British) in a native country (Britain) after learning with the non-native teachers (Nepalese) in a non-native country (Nepal)?

This question aims to collect the data to see if the curriculum of the EFL has met one of the University goals of providing students adequate knowledge to communicate with the native speakers.

It is expected that while responding this questions the interviewees will describe their experience of speaking English with the natives in the UK. The answers hopefully will focus on their experience of speaking English with the natives rather than learning with the non-native speakers. Therefore, this question will be able to let them make essence of their experience of speaking with the natives in the UK.

Q. 2. What it is like learning oral skill in English from non-native teachers (Nepalese) in a non-native country (Nepal)?

The objective of this question is to find the methods of application of the EFL curriculum particularly in oral skill at the tertiary levels in the TU.

This question is expected to reflect the essence of learning English in Nepal before coming to the UK. It will remind the interviewees those days of learning English in Tribhuvan University. It is expected that they will share their experience of teaching learning environment in the University.

Q.3. How effective could be acculturation in an English native speaking society for the Nepalese people to acquire oral skill in English?

This question aims to find out if acculturation in an English society is more effective than learning from non-native teachers in a non-native society to acquire oral competence in English for the Nepalese students and what sense they make out of learning by acculturation.

This question will be helpful to draw the interviewees' experience of acquiring oral competence in English by acculturation in an English society. It is expected that the interviewees will speak on how acculturation has affected them in acquiring English and what it mean to them. It will research deeply if their language output is the result of acquired knowledge being monitored by the learned knowledge only as Krashen and Terrel (1983) argue or their 'acquired knowledge' also monitors the 'learned knowledge' in the case of pronunciation.

The findings are expected to be advantageous to go to the conclusion if Nepalese students need acculturation like environment to acquire oral skills in English.

Q.4. How is it possible to improve the effectiveness of teaching learning oral skill in the EFL in Tribhuvan University?

The objective of this question is to find out solutions to improve the issues raised by questions one, two and three. As the main objective of the research is to improve the effectiveness of the curriculum of the EFL in the TU, this research question will endeavour to find the solution from the students' experience and their conception of learning.

Ultimately the question will draw the students' views on the ways of improving the environment of teaching and learning oral skill. This answer also will be helpful to find solution for improving the standard of the EFL curriculum and meet the objectives of the EFL curriculum in the TU.

Interview Transcription

Interview 6

Participant's Portfolio

Spatiality in Nepal : Kathmandu (Urban)

Faculty : Management

Spatiality in the UK: London

Sex : Male

Period in the UK : 10 weeks

Category Index:

Experience of speaking English with the natives

Experience of learning English in Nepal

Experience of learning by Acculturation

Learn by monitoring process

Suggestions to improve the EFL curriculum in TU

A: In your experience, what it is like speaking English with the British people?

B: I am experiencing like I am learning a new language now.

A: Could you explain me how easy it is to understand the British people?

B: Umm ..., it is difficult to talk with British people but I learn in Nepal, so ..., so a bit easy.

A: You had learnt English in Nepal for about ten years and you also said that you are experiencing as if you are learning a new language. So, what difference do you find between the English you learnt in Nepal and the people speak here in the UK?

B: Umm..., of course, there is big difference between I learn in Nepal and people

Speak here.

A: For example.

B: Example ..., um ..., the people speak here is difficult to understand.

A: Why is that?

B: Our teacher's pronunciation is simple. English people speak, umm ... umm... fast and difficult word (pause) and different style. They (pause)

A: Could you explain more about the difference you find in pronunciation?

B: Umm ..., umm ... Yes, for example we say /wætər/ but people here say /'wæt:/ (laughter) ... and we say /met/ but they say /'mait/ (laugh).

A: So you are feeling difficult to speak to them due to the British pronunciation?

B: Yes.

A: So, could you explain what your experience is like on learning English in Nepal and speaking in England?

B: Ummm ..., may I speak in Nepali? I can't explain everything in English.

A: Oh, yes, of course.

(Interview starts in Nepalese language)

B: Our teachers in Nepal speak differently. I could understand the teachers there but when I came here I could not understand people at all for the first few weeks. I felt I was a dumb. When British people spoke, I heard only some kind of music in my

ears but did not understand them at all. I think, ... even our teachers will not understand these people if they come here.

A: Hmm, its interesting!

A: What does your experience say about learning English living in an English culture? How effective has it been?

B: I can not exactly say how much I have learnt by acculturating in the British culture but I am sure that I have learnt a lot within the last two months and I do believe that I have learnt correct English. Not like in Nepal. I am learning so many new words everyday; for example, names of the English food, drinks and so many words like that (pause) and practising them every day.

A: For example?

B: For example, umm, the custom of complements like saying 'Thank you' and 'sorry'. You know that I knew the meaning of the words like 'Thank you' or 'Sorry' but we hardly use those words in our everyday life.

A: Do you mean that the English you learnt in Nepal is incorrect?

B: Yes in a sense. The English that we heard from the teachers is useless umm. Written is fine and reading also, I think OK but spoken is the worst.

A: What about grammar?

B: Grammar? Umm ..., grammar is also not bad. My written English is fine, I mean better than my spoken.

A: How did you know that?

B: I always scored good marks in short grammatical questions in the exam. If you do not believe you can give me an exam, (laughs) ...

A: How helpful do you get acculturation to learn pronunciation?

B: I am correcting my pronunciation by listening to the English people and copying them. Yes, I am always conscious and mostly about the pronunciation. Actually, you know, the society is forcing me to speak correct English because if I don't speak correctly, with correct pronunciation, then they do not understand so that I must speak correctly and it has made me to learn proper English.

A: How helpful has acculturation been to learn grammar?

B: It is of course helpful. But while speaking we do not use long or complex sentences but also we can learn some grammar like prepositions, articles and sentences as well. But what I do is I remind the grammar I have learnt and compare with the ones people speak here when I can understand them..

A: Wow, that's great.

A: What about your experience of learning English in Nepal?

B: I think we are taught in a wrong way in our schools and campuses. I feel that we are never taught the correct pronunciations. Now I understand learning a language means not only learn to read and write but the real meaning of learning is to pronounce the words correctly.

A: Right! So you think you could not learn English pronunciation correctly in Nepal and you are facing problem now?

B: Exactly, if I had learnt all the words I know to pronounce correctly, I think natives would understand me and I would understand them.

A: How do you compare learning to speak English in TU and learning to speak English in the society here in the UK?

B: Actually, there is no comparison between these two environments of learning English. Tribhuvan University, has just applied the English language curriculum but there is not good environment of teaching English. I told you before also, the teachers are the main reason of it. If they do not teach proper English then how can we learn? I had never heard calling a friend 'mate' though I had heard the word 'classmate'.

A: Hmm, ... go on.

B: Learning English in English culture is really effective to learn proper English, specially, for oral skill. It is possible to learn a lot in a short span of time by being in English society but TU is better for learning grammar as far as I experience.

A: What about language drill I mean pronunciation practice?

B: We never did that. There were cassettes to listen as well but teachers just asked us to listen ourselves. We never did language drill.

A: Could you explain how you used to learn English in TU?

B: The teachers always taught English in Nepalese language. In my school or college life, I do not remember any time they try to teach us the correct pronunciations, ..., in fact, they don't know the correct pronunciations themselves. Most of us used the rote method to learn English and it was actually to pass the exams. Umm ... to tell you the truth we never did care about pronunciations.

A: But you have been communicating with the English people since you have arrived;

so how it has been possible if you had not learnt the pronunciations?

B: Well, that is the point I am trying to explain you. Yes, I am communicating with the English people but I have almost been a dumb and deaf. I still say 'sorry!' many times. And if I need to do some official works, I need to take some one who can understand better. But, when they speak slowly and repeat a few times then I understand. And I think, learning English in Nepalese schools or university is not learning English in reality. (Smiles) I am experiencing English as something different from the one I learnt in Nepal.

A: Something different? You mean not proper English?

B: Exactly, something like ... mixture of English and Nepalese.

A: So, shall we call it Nenglish (Nepali + English) as Hinglish (Hindi + English) or Chinglish (Chinese + English)?

B: (Laughs). Exactly! Its Nenglish. I was learning Nenglish in Nepal and now learning English in England (laughter).

A: How satisfied are you with the way you learnt English in the TU?

B: Satisfaction? Written is fine but in oral, not at all. I am not least satisfied in oral skill. I think I just have spoilt ten years for nothing.

A: If so what changes should be brought in the curriculum of TU to make the students competent in oral skill in English?

B: To make students competent in oral English, I think, the first thing is that the teachers should be well trained. They should learn the proper English pronunciation so that they can teach the pupils correct pronunciation.

A: OK, what is the second thing then?

B: I think the university need to improve in so many things like training teachers in a native country; facilitating them with lots of materials like audio, video, library, umm ..., etc. etc.

A: What about the text books?

B: The text books, umm ..., the text books are excellent. They are very nice books now I understand but the teachers did not use the text book properly.

A: How did you know that the teachers did not use the textbooks properly?

B: Because, there were three main text books in the first year and one exercise book and one audio cassette for drill similarly there were umm ..., also three main text books, one exercise book and one cassette for drill. The text books, umm ... what is called ...

A: The Meaning into Words?

B: Yes, the Meaning into Words in the first and second year are very good books for learning oral English. They are very practical books for oral English ...

A: And what about the cassettes for drills?

B: Yes, the cassettes belong to the books Meaning into Words. The books and the cassettes are on communication but our teachers always made notes on communicative grammar and we rote it for the exam. There is no test for the oral skills so we did not find listening the cassettes to be important to pass the exam. Now, I understand the importance of it. The teachers also never made us listen the audios in the classes. I think, it would have been helpful to speak now if the teacher had taught us at least about the importance of it.

A: What changes in the text books and materials will make the curriculum better?

B: I think the books are fine. No need to change. Change is necessary only in teaching method.

A: How can we improve the environment of teaching oral skill in the class?

B: The first thing is that the teachers should be well trained. At least the English classes should be taught in English language and speak English words properly.

A: So, what if the native speakers of English teach in TU?

B: That would be really good for the Nepalese students.

A: And what if the Nepalese teachers are well trained in native countries or by well trained Nepalese trainers?

B: That also would be good but the native speakers would be better.

A: What if the university provides combination of both native speaking teachers and non native speaking teachers?

B: That would be the best. We would be able to learn to speak more like natives.

A: Well, what about the student number in the class?

B: Oh, yes, its another big problem. There were about 80 students in my class. All the students may not listen to the teachers well and they do not get time to ask question. As they are big classes the teachers give lectures and notes. We do not get time to discuss anything. The classes should be small.

A: How small each class should be?

B: I think 10-15.

A: Great! Anything you want to say?

B: No.

A: Great! Thank you for your time and help.

B: Thank you.

Interview 12

(Interview took place in Nepalese and English mixed up)

Participant's Portfolio

Spatiality in Nepal : Kathmandu (Urban)

Faculty : Management

Spatiality in the UK: London

Sex : Female

Period in the UK : 8 weeks

Category Index:

Experience of speaking English with the natives

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A: What is your experience like speaking with the British people?

B: Umm ..., it is something like trying to do something new every time I speak to the British people. I ... I had never found so difficult to speak English in my life in Nepal. I was good at English in my school and in my campus as well. I always achieved good marks in my exam but when I came here I found English different from I learnt in Nepal.

A: OK, you were good in English in Nepal and you also said that you found different English here. Its true that your English is quite good but could you explain the difference you find between the English you learnt in Nepal and with the one that you feel you are trying to do something new every time you speak?

B: Well, it's the way people speak here and there in Nepal. I mean ... I mean, people speak in different way here in UK and our teachers in Nepal spoke quite simple way.

A: Why did you say your teachers spoke in different way and what about you?

B: We students normally do not speak English.

A: OK, what do you mean by the British people speaking in different way?

B: That's the British accent I was trying to say. We do not use any stress on any words while speaking English and ... and I think, it's the reason that people here do not understand me and I can not understand them.

A: Hmm, ... you mean the British accent made you difficult to understand British people and your English without stress made the British people difficult to understand you. Am I right?

B: That's right. And it is ... umm, yes! The word stress which makes the English people speak here sound different.

A: Well, if so, how helpful did you find the English you learnt in Nepal to speak in the UK?

B: Obviously, I have learnt quite a lot words and I can write and read but for spoken purpose, its useless.

A: How effective do you find learning English staying in an English society?

B: Well, in my case, it has been very very effective to learn English staying in an English society but it is not possible for all the people, is it?

A: Of course not.

B: Umm, ... I am staying with my Nepalese relatives. I think, if I had stayed with English family, I would have learnt English faster because ... because I would be forced to speak English with them all the time and on the other hand I would be able to learn their culture at the same time.

A: OK, you said that learning English by staying in English society is very effective. Now, can you explain me how you are learning oral English?

B: Well, wherever I go I try to speak to the people I meet. I listen them carefully, and ask them to repeat if I do not understand. I do not shy. I keep asking the meanings of words as well. I also see at their mouth and lips as one of my friends suggested and then I copy them.

A: So you only listen and watch native people speak and copy them to learn English?

B: Yes. And also I correct my English that I have learnt in Nepal. I don't know ... but I think my grammar is Okay. Sometimes I find people here using double negative to make a negative statement. What I do is sometimes I correct my English from Nepal with the English I learn here but sometimes I correct the English here with the grammar I have learnt in Nepal.

A: You mean you are improving English with the knowledge you already have and some times you correct your old knowledge in English with the new learning.

B: Yes, the grammar I learnt in Nepal has been helpful to make correct sentences with the words I learnt here but I am correcting the pronunciations I learnt in Nepal with one I learn from here. Reciprocal (laughs).

A: How did your teachers teach and how did you learn English in Nepal

B: Actually, in the beginning days when I could not understand the natives at all, I used to get crossed with the way we learnt English. We always tried to learn by rote. More writing then reading and never practising to speak. And ... and ... though we had learnt oral skills with the Nepalese teachers we would not do any good since they never spoke in proper British way. Sometime, I think I was wasting time learning English with them.

A: What about American accent?

B: No, never. We just learnt ... how can I explain you ... umm ..., we did everything in written. Yes, I remember, we learnt word stress, intonation patterns, propositions, articles everything in written.

A: But how?

B: In written. The teachers wrote the rule on the blackboard and we copied and rote it for the exam. I rote a lot of grammatical rules myself. I still remember, for example 'Simple statement = Falling tone, Yes/No question = Rising tone etc.

A: What about word stress?

B: That is also done by rote learning. For example ... umm yes ... like 'If a word with '2 to 3 Syllable is a noun = The first syllable is stressed and if it is a verb second syllable is stressed, etc.' (laughs).

A: And you used the sentence stress and word stress in speaking after learning by

rote?

B: No. I never did. When to use? Even the teacher did not speak in that way while teaching the same thing. We used to learn just for the exam.

A: You knew all the grammatical rules but did not use for speaking so how were you examined such a part like word or sentence stress?

B: In written. We had to choose the right answer from the given options.

A: Right, if so, in your experience, how effective have such knowledge in English been to speak with the British people in Britain?

B: To tell you the truth, it has put me into confusion. When I communicate with them, it has been really difficult to understand them. But when they repeat the same word or sentence a few times then I understand. They pronounce the words with stress and I can't understand English with stress. When I understand then I feel a bit embarrassed thinking that 'oh, it was a simple word'. I can understand written English. There is no problem with simple written English but speaking has been the main problem.

A: If so, what changes should be brought in the curriculum of TU to make the students competent in oral skill in English?

B: The teachers should teach English in English language. And the conversation between the teachers and students should be in English. We should make English speaking compulsory at least in English classes.

A: But will this practice of speaking English in the class will help to understand native speakers?

B: Umm, I think it will still be difficult to understand the British people but it may

help to make them fluent though its not proper English.

A: What about teaching materials?

B: There is a lot to do. The University should provide a good library of books, videos or CDs or English films, umm... listening cassettes etc.

A: You mean creating an English like environment?

B: Exactly!

A: What about the text books and materials? How can we improve them?

B: The text books are very nice. The books are about England and English culture and on communication of English people but the teachers could not teach the books properly.

A: So, you mean the teachers should be trained to teach the books prescribed?

B: Yes, of course. If these native speaking teachers teach the book The Meaning into Words, that would be really nice. The Nepalese teachers can teach the other books of stories and grammar but The Meaning into Words is different.

A: Well, that means you want combination of English native speaking teachers and Nepalese teachers?

B: That's true. If the University does so it will be really effective.

A: What if the University supplies all the native speaking teachers?

B: It would be superb.

A: Any more suggestion?

B: Umm, not really.

A: Thank you so much for your time and help.

B: Its OK. Thank you.